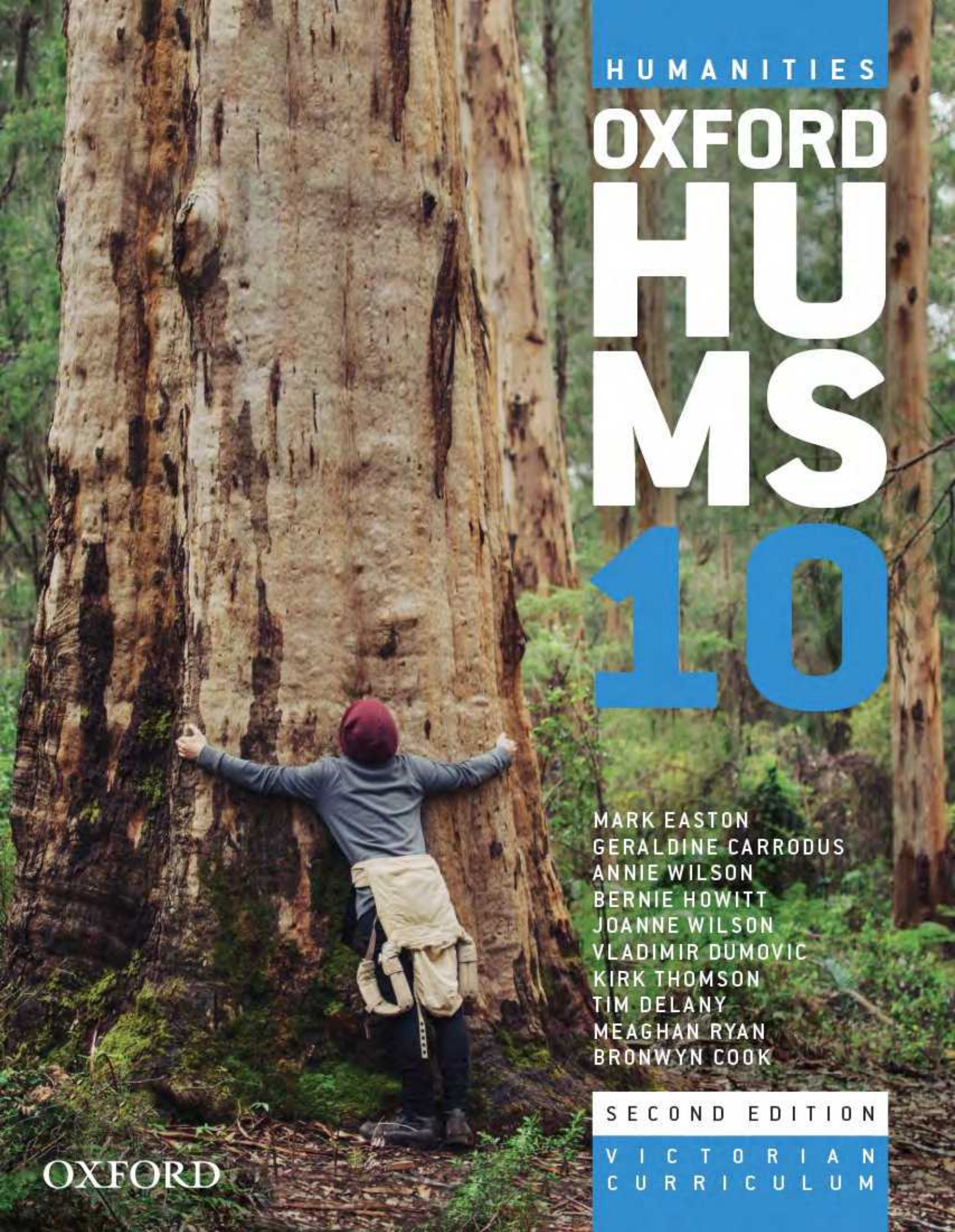

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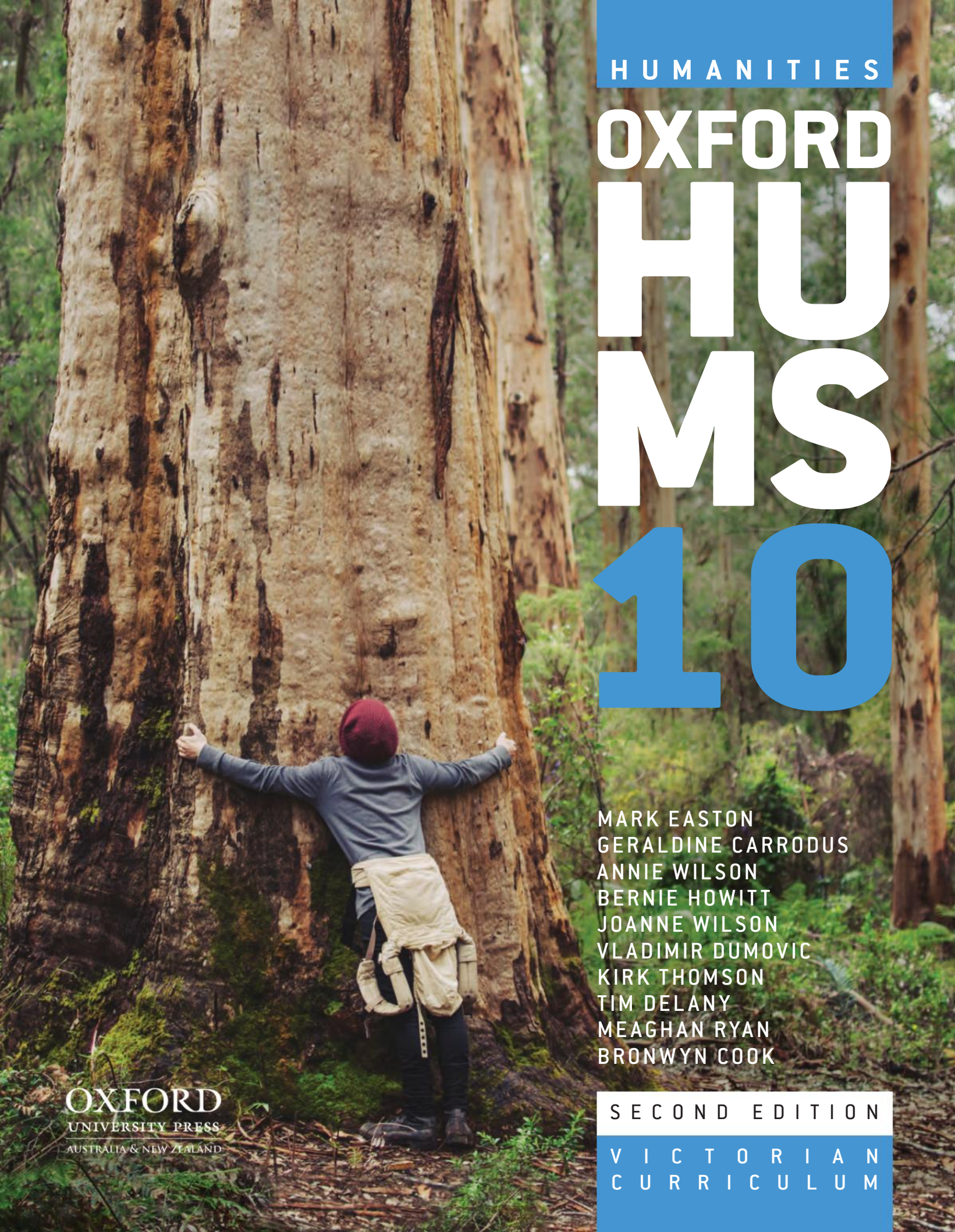

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CONTENTS

Contents by skill ix
Introducing Oxford Humanities 7–10 xii

PART 1
Geography

Concepts and skills

Chapter 1
The geography toolkit 4

1A What are the geographical concepts?
1.1 Geographical concepts 6

1B What are the geographical skills?
1.2 Geographical skills 12
1.3 Asking questions and conducting research 13
1.4 Conducting fieldwork 15
1.5 Interpreting geographical images 16
1.6 Analysing maps 18
1.7 Identifying patterns and relationships 23
1.8 Collecting and representing data 26
1.9 Communicating and reflecting 33

Environmental change and management

Chapter 2
Changing and managing the environment 36

2A What is environmental change?
2.1 Understanding environmental change 38
2.2 Degrading the land 40
2.3 Degrading the atmosphere 42
2.4 Degrading water 44
2A Rich task: Return to Eden 46

2B What factors influence environmental change?
2.5 Ecosystem services 48
2.6 Australia's collapsing ecosystems 50
2.7 Ecosystem decline: invasive species 52

2.8 Loss of biodiversity ... 54
2.9 Drivers of biodiversity loss and ecosystem change ... 56
2.10 Pollution ... 60
2.11 Water pollution ... 62
2.12 Climate change ... 64
2B Rich task: Retreating glaciers ... 66

2C How are we responding to environmental changes?

2.13 One world, many views ... 68
2.14 Custodial responsibility ... 70
2.15 Managing salinity ... 72
2.16 Managing deforestation ... 76
2.17 Challenges to sustainability ... 80
2C Rich task: Climate change and the Saami people ... 82
Chapter review ... 84

Chapter 3 Coastal change and management ... 86

3A How is the coastal environment changing?

3.1 Change in coastal environments ... 88
3.2 Natural coastal processes ... 90
3.3 Climate change and coasts ... 92
3.4 The impact of climate change on the Great Barrier Reef ... 94
3.5 The impact of population growth on coasts ... 96
3.6 Loss of coastal biodiversity ... 98
3A Rich task: Dunwich's disappearing churches ... 100

3B How can coastal changes be managed?

3.7 New ways of managing coasts ... 102
3.8 Protecting the coast ... 104
3.9 Aboriginal management of the coast ... 106
3.10 Change at Rainbow Beach ... 108
3.11 Integrated Coastal Zone Management ... 110
3.12 ICZM in the Netherlands ... 112
3B Rich task: Ningaloo Coast ... 114

3C How can geographers help to manage coastal changes?

3.13 The role of geographers in managing coastal change ... 116
3.14 Using spatial technologies ... 118
3.15 Understanding spatial variations ... 120
3.16 Assessing environmental change ... 122
3.17 Responding to environmental issues ... 124
3C Rich task: Gulf of Mexico oil spill ... 126
Chapter review ... 128

Geographies of human wellbeing

Chapter 4 An unequal world ... 130

4A How does wellbeing vary around the world?

4.1 Defining wellbeing ... 132
4.2 Different views of wellbeing ... 134
4.3 Mapping wellbeing ... 136
4.4 Exploring links between wellbeing ... 138
4.5 Contrasts in wealth ... 140
4.6 Contrasts in health ... 143
4.7 Contrasts in education ... 146
4A Rich task: Global obesity epidemic ... 148

4B How does wellbeing vary within countries?

4.8 Variations in wellbeing within India ... 150
4.9 India's rural–urban divide ... 152
4.10 Wellbeing in Australia ... 155
4.11 Wellbeing in Aboriginal communities ... 158
4B Rich task: Investigating wellbeing at the local scale ... 160
Chapter review ... 162

Chapter 5 Inequalities in wellbeing ... 164

5A How does the natural environment cause inequality?

5.1 Why inequalities in wellbeing occur ... 166
5.2 Environmental factors and inequalities ... 168
5.3 The influence of natural resources on inequality ... 170
5.4 The influence of location on inequality ... 172
5A Rich task: Prisoners of geography ... 174

5B How do human activities cause inequality?

5.5 Human factors and wellbeing ... 176
5.6 Population growth and inequalities in wellbeing ... 179
5.7 Conflict and inequalities in wellbeing ... 182
5.8 Gender and inequalities in wellbeing ... 186
5.9 Technology and inequalities in wellbeing ... 189
5.10 Politics and inequalities in wellbeing ... 191
5B Rich task: Demographic change in Japan ... 194
Chapter review ... 196

Chapter 6 Improving wellbeing ... 198

6A Who is working to improve wellbeing?

6.1 Improving wellbeing ... 200
6.2 Organisations working to improve wellbeing ... 202
6.3 Australia and foreign aid ... 204
6.4 The role of non-government organisations ... 206
6A Rich task: Charity ... 208

6B How is wellbeing improving?

6.5 Improving wellbeing in Australia ... 210
6.6 Improving wellbeing of Aboriginal peoples ... 212
6.7 Improving wellbeing in India ... 214
6B Rich task: No place to call home ... 216
Chapter review ... 218

PART 2
History

Concepts and skills

Chapter 7
The history toolkit 222

7A What are the historical concepts?

7.1 Historical concepts 224

7B What are the historical skills?

7.2 Historical skills 226
7.3 Asking questions and conducting research 227
7.4 Sequencing events 230
7.5 Analysing cause and effect 231
7.6 Identifying continuity and change 233
7.7 Determining historical significance 235
7.8 Analysing sources 236
7.9 Communicating and reflecting 243

Australia at war (1918–1945)

Chapter 8
The interwar years 246

8A What events defined the years between World War I and World War II?

8.1 The interwar years 248
8.2 The Roaring Twenties 252
8.3 The Great Depression 254

Chapter 9
World War II (1939–1945) 256

9A What were the causes of World War II and what course did it take?

9.1 World War II: a timeline 258
9.2 Causes of World War II 260
9.3 Significant individual: Adolf Hitler 264
9.4 The course of the war in Europe 267
9.5 The course of the war in Asia and the Pacific 271
9.6 The end of the war 275
9A Rich task: Hitler's speeches and the failure of appeasement 278

9B What were some of the most significant events of World War II?

9.7 The Holocaust 280
9.8 The atomic bombings 286
9.9 The Kokoda campaign 291
9.10 The Battle for Australia 294
9B Rich task: Antisemitism and the Holocaust 296

9C How did World War II affect the lives of Australians and Australia's international relationships?

9.11 Australia's commitment to the war 298
9.12 Life on the home front: wartime government 300
9.13 Life on the home front: the changing role of women 304
9.14 Aboriginal and Torres Strait Islander peoples at war 307
9.15 How Australians experienced the war 309
9.16 Australia's international relationships 314
9C Rich task: Australian wartime propaganda posters 320
Chapter review 322

Rights and freedoms (1945–the present)

Chapter 10
Introduction to rights and freedoms 324

Available on obook pro

10A How did the outcomes of World War II shape the modern world?

10.1 The effects of World War II on the modern world

10B In what ways have people fought for rights and freedoms since 1945?

10.2 The struggle for rights and freedoms since 1945

Chapter 11
Rights and freedoms 326

11A How have Aboriginal and Torres Strait Islander peoples in Australia struggled for rights and freedoms?

11.1 Rights and freedoms: a timeline 328
11.2 The struggle for Aboriginal and Torres Strait Islander rights 330
11.3 Aboriginal and Torres Strait Islander activism in the 19th and 20th centuries 335
11.4 Significant individual: Jack Patten 338
11.5 Significant individuals during the 19th and 20th centuries 340
11.6 The Universal Declaration of Human Rights 343
11A Rich task: The Stolen Generations 346

11B How have Black Americans and Aboriginal and Torres Strait Islander peoples in Australia achieved change?

11.7 The US civil rights movement 348
11.8 Significant individual: Dr Martin Luther King Jr. 352
11.9 Australia's civil rights movement 354
11.10 Land rights: a continuing struggle 358
11.11 Towards reconciliation 362
11B Rich task: Charles Perkins: a significant individual 364

11C How do activists continue the struggle for civil rights and freedoms?

11.12 Two speeches, two perspectives 366

11.13 The reconciliation movement 369
11C Rich task: The Yirrkala bark petitions 374
Chapter review 376

The globalising world (1945–the present)

Chapter 12 Introduction to the globalising world 378

Available on obook pro

12A How have changes in technology influenced the globalising world?
12.1 Changes in technology since 1945

12B How have changes in health and population influenced the globalising world?
12.2 Changes in health and population since 1945

12C How have conflicts influenced the world since 1945?
12.3 Australia's role in global conflicts since 1945

Chapter 13 Popular culture 380

Available on obook pro

13A How did developments in popular culture influence Australia after World War II?
13.1 Popular culture: a timeline
13.2 Defining 'popular culture
13.3 Changes to radio and film
13.4 Changes to sport
13.5 Changes to music
13.6 The impact of changing technology on television and film
13.7 The birth of Australian soapies and mini-series
13A Rich task: The influence of popular culture in Australia

13B How have the music, film and television industries in Australia changed since World War II?
13.8 Changes in the music industry
13.9 Changes in the film industry
13.10 Changes in the television industry
13B Rich task: Singles charts

13C What contributions has Australia made to international popular culture?
13.11 Australian music goes global
13.12 Significant individuals: the Go-Betweens
13.13 Australian film goes global
13.14 Australian television goes global
13.15 Australian sport goes global
13C Rich task: 'Ozploitation'
Chapter review

Chapter 14 The environment movement 382

Available on obook pro

14A How and why did the environment movement develop?
14.1 The environment movement: a timeline
14.2 The birth of the environment movement
14.3 The national parks movement of the nineteenth century
14A Rich task: The impacts of pollution during the Industrial Revolution

14B What events led to growing environmental awareness?
14.4 The twentieth century: a rapidly changing world
14.5 The impact of population increase and urbanisation
14.6 The impact of increasing industrial production and trade
14.7 The influence of popular culture
14.8 The influence of environmental ideas
14B Rich task: Finding sustainable energy solutions

14C How have governments and activists around the world responded to environmental threats?
14.9 Key campaigns and events 1945 to 1975
14.10 Nuclear weapons testing
14.11 Nuclear disasters
14.12 Significant events and campaigns in Australia
14.13 Australian government responses
14.14 International responses, protocols and treaties
14C Rich task: Environmental threats to the Daintree Rainforest
Chapter review

Chapter 15 Migration experiences 384

15A How have world events influenced migration to Australia since World War II?
15.1 Migration experiences: a timeline 386
15.2 Australia: A nation of immigrants 388
15.3 The influence of world events 392
15.4 Migration to Australia after World War II 395
15A Rich task: Interpreting primary and statistical evidence from the Australian Census 400

15B How have government policies influenced migration to Australia since World War II?
15.5 The White Australia Policy 402
15.6 The end of White Australia 404
15.7 Towards a multicultural Australia 409
15.8 The migration debate since 1980 411
15.9 The ongoing migration debate 416
15B Rich task: The *Tampa* crisis 420

15C How did the Vietnam War affect migration to Australia?
15.10 The impact of the Vietnam War on migration 422
15.11 Vietnamese emigration: moral obligations 425

15.12 Significant individuals: the contribution of immigrants to Australia ... 428
15C Rich task: SBS and the *Thoi Su* controversy ... 430

15D How has migration shaped Australia's identity and global relationships?

15.13 The changing face of Australia ... 432
15.14 Challenges and positive developments ... 436
15D Rich task: Big Australia ... 438
Chapter review ... 440

Chapter 16 Political crisis: The Vietnam War ... 442

Available on obook pro

16A Why did Australia become involved in the Vietnam War between 1965 and 1973?

16.1 Australia in the Vietnam War era: a timeline
16.2 French Indochina
16.3 Fear of communism in Australia
16.4 Australia's initial involvement in the Vietnam War
16.5 Commitment of ground troops to the Vietnam War
16.6 Conscription
16A Rich task: The referendum on communism

16B What was the nature of Australia's involvement in the Vietnam War?

16.7 Where did Australians fight?
16.8 The nature of warfare in Vietnam
16.9 The Australian withdrawal from Vietnam
16B Rich task: Entertaining the troops

16C How was Australia changed as a result of involvement in the Vietnam War?

16.10 Impact of the war on Vietnam veterans
16.11 The impact of the war on the Vietnamese people
16.12 Immigration and 'boat people'
16.13 Australia's growing relationship with South-East Asia
16C Rich task: SBS and the *Thoi Su* controversy
Chapter review

PART 3 Economics and business

Skills

Chapter 17 The economics and business toolkit ... 446

17A What are economics and business skills?

17.1 Economics and business skills ... 448
17.2 Asking questions and conducting research ... 449
17.3 Analysing sources ... 451
17.4 Reasoning and decision making ... 452
17.5 Communicating and reflecting ... 453

Economics and business

Chapter 18 Measuring the performance of Australia's economy ... 454

18A How is the performance of the Australian economy measured?

18.1 Measuring growth – GDP ... 456
18.2 Measuring price changes – inflation ... 458
18.3 Measuring participation – the unemployment rate ... 460
18A Rich task: Youth unemployment ... 462

18B How well does the Australian economy perform compared with other economies around the world?

18.4 How Australia's economy compares ... 464
18B Rich task: Understanding Australia's economic growth ... 466
Chapter review ... 468

Chapter 19 Living standards ... 470

19A Why do living standards vary around the world?

19.1 Living standards ... 472
19.2 Variations in living standards between countries ... 474
19A Rich task: Poverty in Australia ... 476

19B What is the connection between economic performance and living standards?

19.3 Improving living standards ... 478
19B Rich task: Living standards and climate change ... 482
Chapter review ... 484

Chapter 20 The business environment ... 486

20A What is a competitive advantage and how does it benefit business?

20.1 How businesses gain a competitive advantage ... 488
20A Rich task: Starting a new small business ... 492

20B What is innovation and how can it be used in business?

20.2 Innovation in business ... 494
20B Rich task: Innovating for business success ... 498
Chapter review ... 502

PART 4
Civics and citizenship

Skills

Chapter 21
The civics and citizenship toolkit..... 506

21A What are the civics and citizenship skills?

21.1 Civics and citizenship skills 508
21.2 Asking questions and conducting research 509
21.3 Analysing sources 511
21.4 Evaluating and decision making 513
21.5 Communicating and reflecting 514

Government and democracy

Chapter 22
Australia's democracy and the global context 516

22A What are the key features of Australia's system of government?

22.1 Key features of Australia's system of government 518
22.2 Principles of Australia's system of government 520
22.3 Australia's Commonwealth Parliament 524
22.4 Comparing systems of government in Australia and Indonesia 530
22A Rich task: Section 18C 534

22B How is Australia's democracy influenced by the international community?

22.5 How our democracy is shaped by national and international factors 536
22B Rich task: Australia's international democratic ranking 540

22C What are the features of a resilient democracy and a cohesive society?

22.6 Safeguards to Australia's democratic society 542
22.7 Threats to Australia's democratic society 544
22C Rich task: Maintaining a democratic and cohesive society 548

Chapter review 552

Laws and citizens

Chapter 23
The Australian Constitution and the High Court 554

23A How does the Australian Constitution work?

23.1 The Australian Constitution – an introduction 556
23.2 How the Australian Constitution works 558
23A Rich task: Constitutional recognition of Aboriginal and Torres Strait Islander peoples 562

23B What role does the High Court of Australia play in interpreting the Constitution?

23.3 The Constitution and the High Court 564
23B Rich task: The right to protest 568

Chapter review 570

Chapter 24
Australia's international legal obligations 572

24A What are Australia's global roles and responsibilities?

24.1 Australia's role as a member of the United Nations 574
24.2 Australia's international role and responsibilities 576
24A Rich task: Australia's treatment of asylum seekers 580

24B How do Australia's international legal obligations shape our laws and government policies?

24.3 Australia's international legal obligations 582
24B Rich task: Australia's international obligations to Aboriginal and Torres Strait Islander peoples 586

Chapter review 588

STEAM project 1 590
STEAM project 2 594
Glossary 598
Index 613
Acknowledgements 616

CONTENTS BY SKILL

Throughout Humanities, you will study four distinct subjects: Geography, History, Economics & Business and Civics & Citizenship. Each of these subjects has its own set of key skill areas that you will learn about and develop through the course of your study. This table of contents shows where you can find the opportunities to practise these skills, both in the book and on obook pro. For more information on the key skill areas listed, visit the Toolkit for each subject.

Geography skills

	Key skill	Practise the skill	Chapter	Page number
Curriculum strand: Place, space & interconnection	ASKING QUESTIONS & CONDUCTING RESEARCH	Developing geographical questions	1	13
		Conducting research in Geography	2	obook pro
		Conducting research ethically	2	obook pro
		Developing geographical questions from media reports	4	148
	CONDUCTING FIELDWORK	Gathering data on different worldviews		obook pro
		Measuring longshore drift		obook pro
		Conducting successful fieldwork		obook pro
	INTERPRETING GEOGRAPHICAL IMAGES	Using a satellite image to investigate environmental change	2	67
		Annotating ground-level photographs	2	72
		Using satellite images to analyse environmental change	2	77
		Collecting and evaluating geographical photos	5	obook pro
	ANALYSING MAPS	Analysing change over time	3	obook pro
		Analysing complex maps	3	114
		Analysing topographic maps	3	obook pro
		Analysing environmental issues using complex maps	3	126
		Mapping wellbeing	3	obook pro
Curriculum strand: Data & information	IDENTIFYING PATTERNS & RELATIONSHIPS	Describing, explaining and comparing data on maps	2	obook pro
		Comparing spatial patterns	3	obook pro
		Comparing patterns on chloropleth maps	4	obook pro
		Distinguishing between qualitative and quantitative data	4	obook pro
	COLLECTING & REPRESENTING DATA	Drawing a cross-section using contour lines	1	20
		Evaluating the reliability of websites	1	27
		Constructing overlay maps from satellite images	2	46
		Creating a Google Earth tour	2	59
		Mapping environmental change using multiple overlays	3	100
		Constructing scatterplots using Microsoft Excel	4	139
		Collecting and mapping data	4	160
		Calculating a wellbeing index	5	174
		Interpreting and creating population pyramids	5	180
		Constructing a multiple line graph	5	195
		Creating proportional circles maps	6	208
		Constructing an infographic	6	217
	COMMUNICATING & REFLECTING	Planning, creating and delivering a PowerPoint presentation	1	34
		Proposing a management strategy in response to an environmental change	2	83
		Evaluating possible responses to environmental issues	3	125

History skills

	Key skill	Practise the skill	Chapter	Page number
Curriculum strand: Chronology	SEQUENCING EVENTS	Creating a timeline	7	230
		War in Europe	9	obook pro
		War in the Asia–Pacific region	9	obook pro
		End of the war in Europe and the Asia–Pacific region	9	obook pro
		Land rights	11	obook pro
		Speeches on reconciliation	11	obook pro
		Nuclear weapons	14	obook pro
		Ending the White Australia Policy	15	obook pro
		The end of the Vietnam War	15	424

continued

	Key skill	Practise the skill	Chapter	Page number
Curriculum strand: Cause & effect	ANALYSING CAUSE & EFFECT	Analysing the cause and effect of Germany paying reparations	7	232
		The Great Depression	8	obook
		World War II	9	obook
		Kokoda Track	9	obook
		Postwar Australia	9	obook
		Aboriginal and Torres Strait Islander Commission	11	obook
		Global trade	14	obook
		World War II	15	obook
		Vietnam War	15	obook
Curriculum strand: Continuity and change	IDENTIFYING CONTINUITY & CHANGE	Identifying continuity and change in Australian propaganda posters	7	234
		Women and work	9	obook
		Australia's international relationships	9	obook
		Australian government responses	14	obook
		Prejudice against migrants	15	obook
		Migration debate	15	obook
		Migration and international relationships	15	obook
Curriculum strand: Continuity & change	DETERMINING HISTORICAL SIGNIFICANCE	The Treaty of Versailles	8	obook
		Adolf Hitler	9	obook
		ANZUS Treaty	9	obook
		Cummeragunja Station	11	obook
		Terra Nullius	11	obook
		Silent Spring	14	obook
		Multiculturalism	15	obook
		Domino theory	15	obook
Curriculum strand: Historical sources as evidence	ASKING QUESTIONS & CONDUCTING RESEARCH	Generating questions	7	227
		Generating questions	11	374
		Locating and evaluating relevant sources using ICT	13	13.47 (obook)
		Locating and evaluating relevant sources using ICT	14	14.53 (obook)
		Generating questions	15	401
	ANALYSING SOURCES	Analysing propaganda posters	7	241
		Evaluating the reliability and usefulness of sources	9	297
		Analysing propaganda sources	9	320
		Considering perspectives	11	347
		Identifying and analysing different historical interpretations	13	13.21 (obook)
		Identifying and analysing the perspectives of people from the past	13	13.33 (obook)
		Identifying the origin, context and purpose of primary and secondary sources	14	14.11 (obook)
		Processing and synthesising information from a range of sources	15	421
		Identifying the origin, context and purpose of primary and secondary sources	15	431
		Analysing propaganda posters	16	16.17 (obook)
		Identifying the origin, context and purpose of primary and secondary sources	16	16.39 (obook)
	COMMUNICATING & REFLECTING	Political ideologies	9	obook
		Writing a historical discussion	9	279
		Creating and delivering an audiovisual presentation	11	364
		Creating and delivering an audiovisual presentation	14	14.25 (obook)
		Different types of migration	15	390
		The end of the White Australia Policy	15	408
		Writing historical discussions that use evidence from a range of sources	15	439
		Creating and delivering an audiovisual presentation	16	16.29 (obook)

Economics & business skills

	Key skill	Practise the skill	Chapter	Page number
Curriculum strand: Reasoning & interpretation	ASKING QUESTIONS & CONDUCTING RESEARCH	Assessing sources	17	450
		Formulating questions about an economic issue	18	463
		Innovation in business	20	obook
	REASONING & DECISION MAKING	Identifying causes and effects in economics	19	477
		Planning to start a new small business at school	20	492
		Being innovative in business	20	499
	ANALYSING SOURCES	Calculating income taxes	17	451
		Comparing Australia's economy with other countries	18	obook
	COMMUNICATING & REFLECTING	Preparing an infographic	18	467
		Improving living standards	19	obook
		Presenting an oral report	19	483

Civics & citizenship skills

	Key skill	Practise the skill	Chapter	Page number
Curriculum strand: Reasoning & interpretation	ASKING QUESTIONS & CONDUCTING RESEARCH	Developing an inquiry	22	541
		Creating an online survey	22	550
		Gathering and assessing the reliability of information	23	563
		Sustainable Development Goals	24	obook
		Australia as a peacekeeper	24	obook
	EVALUATING & DECISION MAKING	Recognising different points of view when making laws	22	obook
		Design a referendum campaign	23	obook
	ANALYSING SOURCES	Identifying and describing points of view, attitudes and values in sources	21	511
		Understanding and addressing task words	22	535
		Media coverage of COVID-19	22	obook
		Recognising and considering multiple perspectives	24	581
	COMMUNICATING & REFLECTING	Comparing systems of government in Australia and Indonesia	22	obook
		Creating a timeline	23	569
		Creating and delivering an audiovisual presentation	24	587

Oxford Humanities Victorian Curriculum has been developed to meet the requirements of the *Victorian Curriculum: Humanities* across Years 7–10. As well as offering complete coverage of *Geography, History, Economics* and *Business,* and *Civics and Citizenship*, this new edition ensures that students build their Humanities skills across all four subjects, preparing them for success in Humanities in VCE.

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- Each topic finishes with a set of questions that enables students to consolidate their learning.

Visible thinking prompts

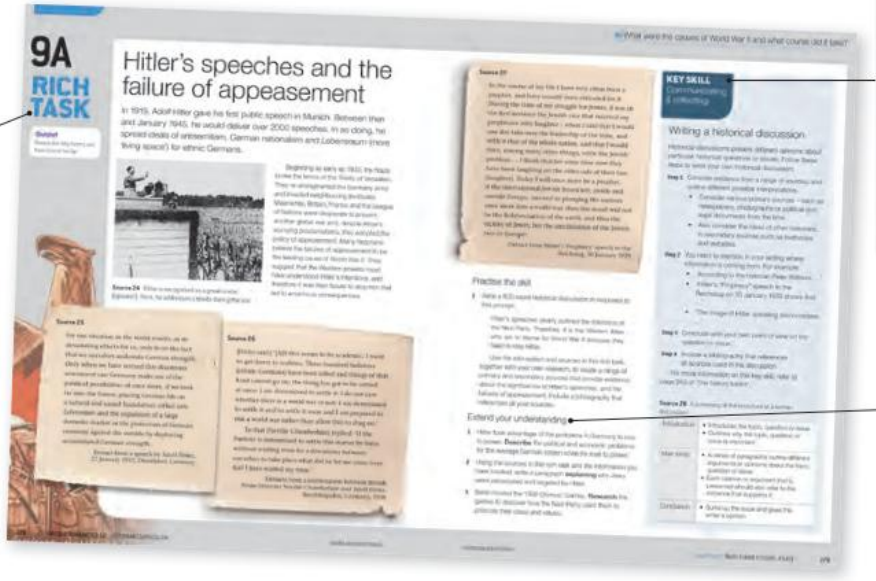
- Visible thinking prompts encourage students to develop their critical thinking and analysis skills.

Task words

- Questions are generally phrased using bolded task words, which state what is expected of a student and help develop their understanding of questions beyond 'who, what, when, where and why'.

Key skills

- Key skill activities enable students to practise and master skills in each subject. More key skill activities are available via Student obook pro to provide comprehensive coverage of Humanities skills.



Rich tasks

- Rich tasks provide in-depth skills practice, encouraging students to apply the knowledge and skills they have learned to a new case study, event or issue.

Extend your understanding

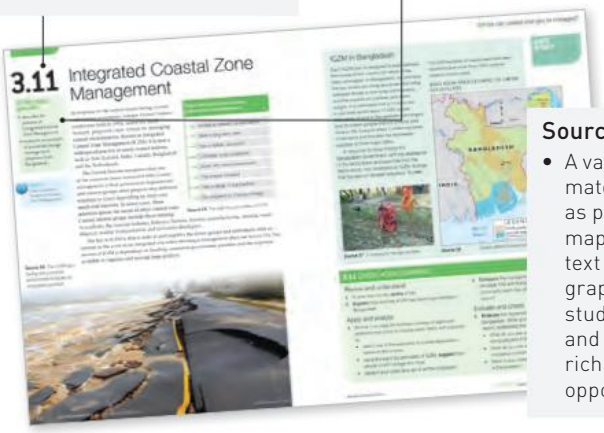
- These activities challenge students to conduct further research or complete group work to deepen their understanding of an issue or skill.

Focus on engagement

Topic-based approach
- Chapter content is sequenced in numbered topics to support teaching and learning.

Learning outcomes
- Each topic begins with a statement of the learning outcomes, which link the content to the curriculum.

Integrated digital resources
- Digital icons signpost a range of engaging resources that can be accessed via Student obook pro, including drag-and-drop activities, video quizzes, virtual field trips and quick quizzes. These resources are directly integrated with the topic being covered.



Source materials
- A variety of source materials such as photographs, maps, illustrations, text extracts and graphs will spark students' curiosity and provide rich learning opportunities.

Focus on support for mixed-ability classrooms

Margin glossary terms
- On-page glossary definitions are provided for key terms, supporting students at their point of learning. Key terms also appear in a glossary at the end of the book, and can be revised in a fun Quizlet game via Student obook pro.

Easy-to-access text and design
- The text is written in clear and concise language and the text design is engaging and easy to navigate.

Structured questions
- Questions for each topic are graded according to Bloom's taxonomy, catering for a range of abilities.

Customisable chapter review section
- Each chapter ends with a chapter review that gives students the chance to consolidate their knowledge and apply the skills they have learnt throughout. A marking rubric and customisable version of the Chapter review is available via Teacher obook pro to support differentiation.

Focus on STEAM

Integrated STEAM projects
- Take the hard work out of cross-curricular learning with engaging STEAM projects. Two fully integrated projects are included at the end of each book in the series, and are scaffolded and mapped to the Humanities, Science and Maths curricula. The same projects also feature in the corresponding Oxford Science and Oxford Maths series to assist cross-curricular learning.

Problem solving through design thinking
- Each STEAM project investigates a real-world problem that students are encouraged to problem solve using design thinking.

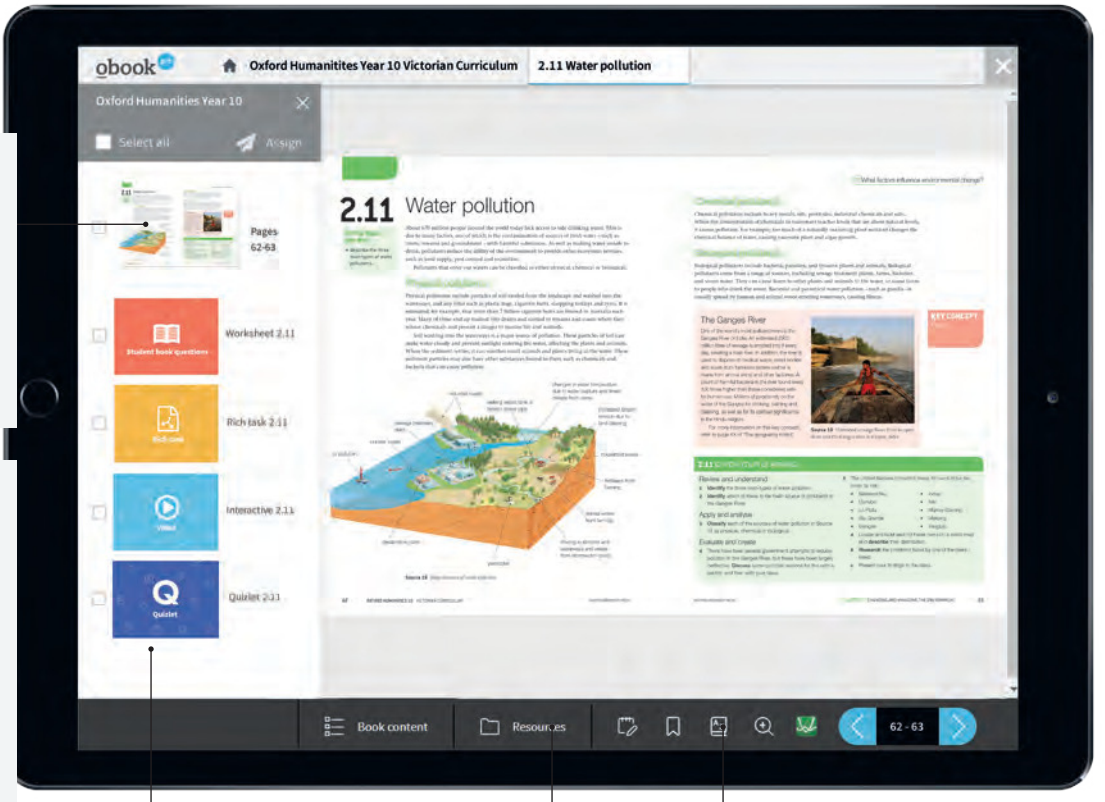
Full digital support
- Each STEAM project is supported by a wealth of digital resources, including student booklets (to scaffold students through the design thinking process of each project), videos to support key concepts and skills, and implementation and assessment advice for teachers.

Key features of Student obook pro

obook pro

- Student obook pro is a completely digital product delivered via Oxford's online learning platform, **Oxford Digital**.
- It offers a complete digital version of the Student Book with interactive note-taking, highlighting and bookmarking functionality, allowing students to revisit points of learning.
- A complete ePDF of the Student Book is also available for download for offline use and read-aloud functionality.

Focus on eLearning



Complete digital version of the Student Book

- This digital version of the Student Book is true to the print version, making it easy to navigate and transition between print and digital.

Interactive assessments

- Each topic in the Student Book is accompanied by an interactive assessment that can be used to consolidate concepts and skills and for formative assessment.
- These interactive assessments are autocorrecting, with students receiving instant feedback on achievement and progress. Students can also access all their online assessment results to track their own progress and reflect on their learning.

Quizlet

- Integrated Quizlet sets, including real-time online quizzes with live leaderboards, motivate students by providing interactive games that can be played solo or as a class. Quizlet can be used for revision or as a warm-up activity when a chapter is introduced.

Additional resources

- A rich variety of additional resources such as interactive layered maps, videos, worksheets, quizzes and weblinks are linked to individual topics in the book so they can be accessed at the point of learning.

Integrated dictionary

- Each digital Student Book provides an integrated Australian Concise Oxford Dictionary look-up feature, so students can quickly access any terminology they aren't sure of and continue their learning.

Benefits for students

- integrated Australian Concise Oxford Dictionary look-up feature
- interactive assessments to consolidate understanding
- integrated Quizlet sets including real-time online quizzes with live leaderboards
- additional resources available at the point of learning
- access to their online assessment results to track their own progress

Key features of Teacher obook pro

obook pro

- Teacher obook pro is a completely digital product delivered via **Oxford Digital**.
- Each chapter and topic of the Student Book is accompanied by full teaching support. Teaching programs clearly direct learning pathways throughout each chapter and provide ideas for differentiation.
- Teachers can use their Teacher obook pro to share notes and easily assign resources or assessments to students, including due dates and email notifications.

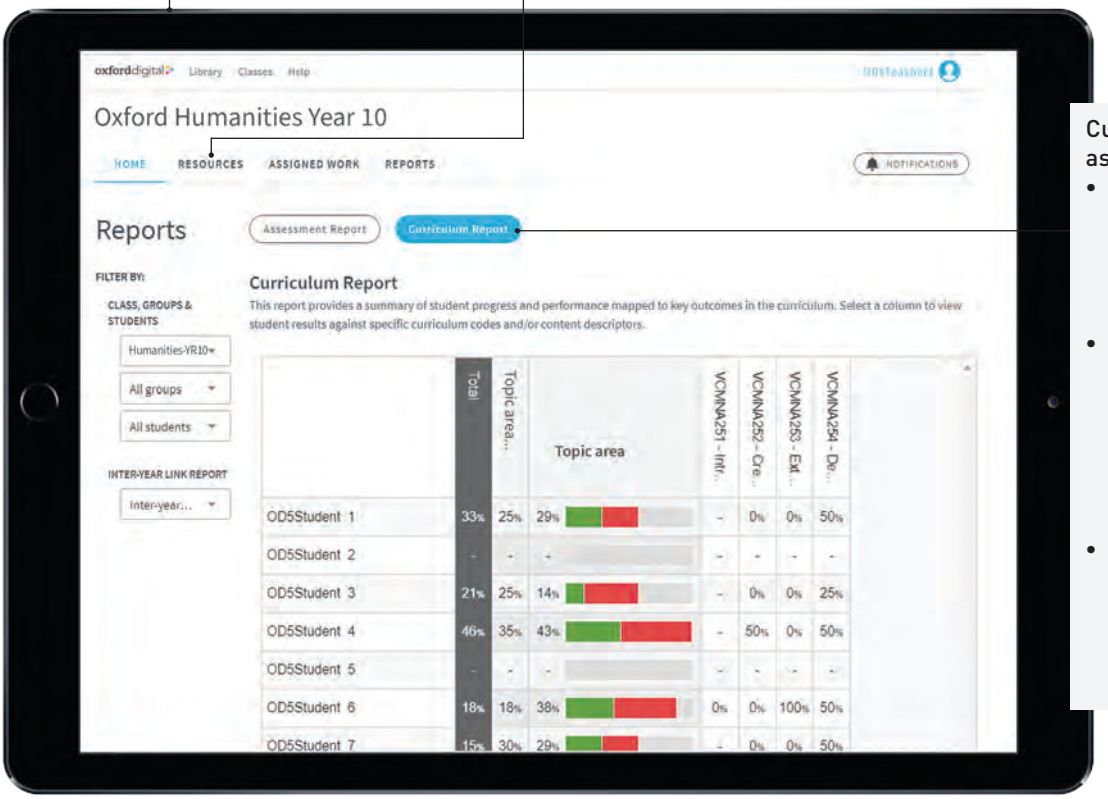
Focus on assessment and reporting

Complete teaching support

- Teaching support provides full lesson and assessment planning, ensuring there is more time to focus on students.

Additional resources

- Each chapter of the Student Book is accompanied by additional resources, including answers to every Student Book question, differentiated worksheets and class tests to monitor student progress.



Curriculum and assessment reports

- Teachers are provided with clear and tangible evidence of student learning progress through curriculum and assessment reports.
- Assessment reports directly show how students are performing in each online interactive assessment, providing instant feedback for teachers about areas of understanding.
- Curriculum reports summarise student performance against specific curriculum content descriptors and curriculum codes.

Benefits for teachers

- Teachers have access to all student resources.
- As well as online assessment, teachers have access to editable class tests that are provided at the end of each chapter. These tests can be used as formative or summative assessment and can be edited to suit the class's learning outcomes.
- As students complete online assessments, their results are measured against curriculum outcomes through the curriculum report. This allows easy understanding of how students are progressing, and where they may need support.

PART 1

Geography

Concepts and skills

Chapter 1 The geography toolkit 4

Environmental change and management

Chapter 2 Changing and managing the environment 36
Chapter 3 Coastal change and management 86

Geographies of human wellbeing

Chapter 4 An unequal world 130
Chapter 5 Inequalities in wellbeing 164
Chapter 6 Improving wellbeing 198

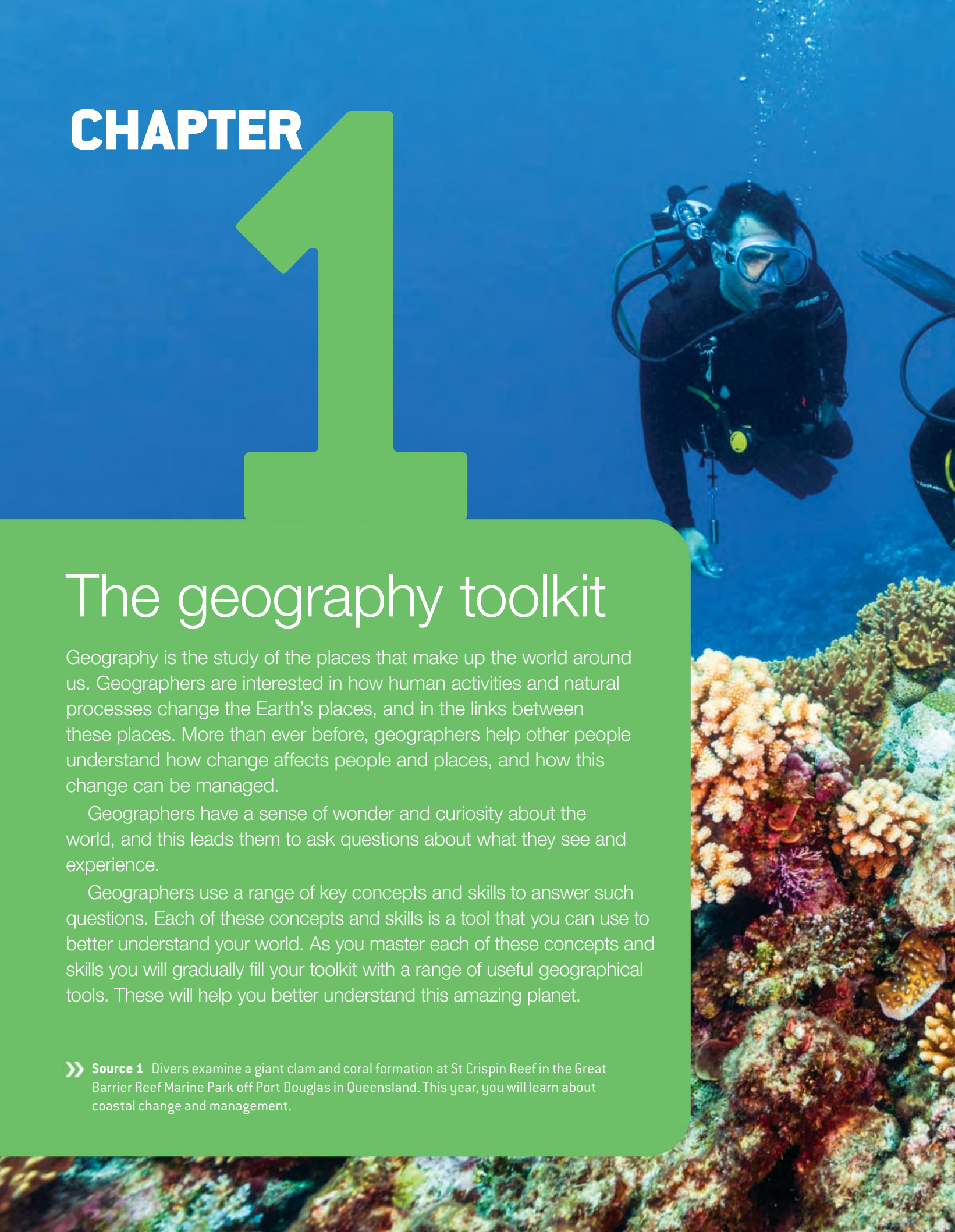
CHAPTER 1

The geography toolkit

Geography is the study of the places that make up the world around us. Geographers are interested in how human activities and natural processes change the Earth's places, and in the links between these places. More than ever before, geographers help other people understand how change affects people and places, and how this change can be managed.

Geographers have a sense of wonder and curiosity about the world, and this leads them to ask questions about what they see and experience.

Geographers use a range of key concepts and skills to answer such questions. Each of these concepts and skills is a tool that you can use to better understand your world. As you master each of these concepts and skills you will gradually fill your toolkit with a range of useful geographical tools. These will help you better understand this amazing planet.



Source 1 Divers examine a giant clam and coral formation at St Crispin Reef in the Great Barrier Reef Marine Park off Port Douglas in Queensland. This year, you will learn about coastal change and management.

1A
What are the geographical concepts?

1B
What are the geographical skills?

1.1 Geographical concepts

Geographers use seven key concepts to help investigate and understand the world. These concepts provide a framework to thinking geographically and will help guide you through every geographical inquiry. At times you will use several of these concepts at once, while at other times you may focus on just one.

The seven key concepts in geography are:

- place
- space
- environment
- interconnection
- sustainability
- scale
- change.

Place

A place is a part of the Earth's surface that is identified and given meaning by people. Places can be very large, like a whole continent; or they can be small, like a corner of a library. Places can be natural (that is, shaped by the environment and largely unchanged by humans), or built (that is, constructed by humans). Each place is unique, with its own set of characteristics.

Places determine our relationships with one another. Our closest relationships are likely to be with people in places that are physically close. In addition, the environmental and social qualities of a place all influence the way we live. Climate, landscapes, types of plants and resources, transport networks, entertainment venues and workplaces all have a major impact on our daily lives.

Geographers use the concept of place when conducting any geographical inquiry. For example, a geographer visiting Namche Bazaar at the base of Mount Everest would use the concept of place to help understand why people choose to live in this challenging environment and how they overcome these challenges. They would also investigate the ways people have altered this environment, and assess the environmental and social impacts of these changes.

Source 1 A geographer visiting Kosciuszko National Park would be interested in the forces that have shaped these mountains. They would look for clues and begin to ask questions, such as 'Why are the highest mountain peaks in a line?' and 'Why is there snow at the top of the mountain?'

Space

Geographers use the key concept of space when investigating the way that things are arranged on the Earth's surface. They also investigate the ways people use and change the spaces in which they live. Geographers look for patterns in the way features and structures are arranged, and the concept of space helps them to do this. It has three main elements:

- *location* – where things are located on the Earth's surface
- *spatial distribution* – the shapes and patterns in which things are arranged on the Earth's surface
- *organisation* – how and why things are arranged and managed on the Earth's surface by people.

Understanding the location, patterns and planning of spaces helps geographers to make sense of our world. Geographers also investigate the ways that people use and change the space in which they live. They recognise that different groups of people use space in different ways and that this changes over time. By examining, researching and describing how spaces are used, geographers can further our understanding of the world and help manage it into the future.

It is easy to confuse the concepts of place and space. It may help you to remember that places can be divided and organised into spaces. Spaces also are assigned different purposes. For example, a place like your school is organised into different spaces, each with its own purpose (for learning, for sports, for eating).

Source 2 Geographers might look at this photo of Manhattan, New York, and ask the following questions to investigate the space:

- How big is the park *located* at the centre of the city?
- How many buildings are *distributed* per square metre?
- Are the tall buildings in the city *organised* by residential or business use?

Environment

The key concept of environment relates to the living and non-living elements that make up an area, and the ways they are organised into a system. The world in which we live is made up of many different environments. Some of these – such as deserts, mountains, coral reefs and ice caps – are natural. For an environment to be considered natural, its soils, rocks, climate, plants and animals must remain largely untouched by humans. Natural processes such as tectonic plate movement, erosion and weathering have formed these environments over millions of years.

By contrast, built (or human) environments include large cities, towns, suburbs and areas of farmland. These environments have been so changed by humans – largely for settlement and economic activity – that very few natural features remain.

Geographers are interested in investigating and describing the relationships between people and the environment, including:

- the ways in which different groups of people perceive and use the natural environment and why these perceptions differ
- the ways in which people change the environment and how these changes can be managed
- the impact of environmental hazards on people and how the impacts of these hazards can be reduced.

Source 3 The Galapagos Islands in Ecuador are a popular tourist location where tourists interact with the natural environment.

The study of different environments helps geographers analyse the changes that humans make to natural environments and understand their impact, so that they can be managed more wisely.

Interconnection

All environments and every living and non-living thing are connected. These connections can be on a local level, a national level or a global level. Geographers use this concept of interconnection to better understand the links between places and people, and how these links affect the environment and the way we live. Some examples of interconnection include:

- *the water cycle* – this cycle links the water in the oceans with the land. When it brings rain to inland areas, water flows across the land and into rivers and streams. Farmers rely on this natural link to provide the water they need to grow food.

Source 4 A container ship prepares to berth at Port Melbourne.

- *the internet* – with online access available through our mobile phones, tablets, computers and televisions, we are connected to different people all over the world through the content we consume online.
- *the global marketplace* – being consumers in a global marketplace means we are connected to many places via international trade. More than 3000 ships carrying 2 million containers pass through the Port of Melbourne (see Source 4) each year. These ships and the goods they carry link dozens of countries around the world.

Sustainability

The concept of sustainability relates to the ongoing capacity of the Earth to maintain all life. This means developing ways to ensure that the Earth's resources be used and managed responsibly, so they can be maintained for future generations.

Sustainability encourages us to think more carefully about these different types of resources, including the ways in which they are formed and the speed at which they are being used. Non-renewable resources (such as oil, coal and natural gas) will one day run out if we continue to use them. Other resources (such as wind, forests, solar and water) are renewable. This means that they replace themselves naturally, or can be replaced to meet the needs of society.

Sustainable patterns of living meet the needs of the current generations without compromising the ability of future generations to meet their own needs. They also encourage us to look more closely at renewable options and take greater care of the Earth. Actions to improve sustainability can operate at the local, national or international scale.

Geographers use the concept of sustainability to investigate how natural and human systems work, and to understand how resources can be managed in such a way that they will be sustained into the future.

Source 5 In 2015, the United Nations created 17 Sustainable Development Goals for countries to commit to, in order to live more sustainably. You can read more about these on pages 200 to 201.

Scale

Geographers study things that take place on many different spatial levels – from small areas (such as a local park) to very large areas (such as the use of oil and gas all over the world). They use the concept of scale to look for explanations and outcomes at different levels. For example, a geographical inquiry on **climate change** may be carried out at a range of scales (from smallest to largest):

- *local* – such as an inquiry into increased electricity use for air conditioning in your neighbourhood due to higher-than-average temperatures. Increased energy consumption may result in power outages.
- *regional* – such as an inquiry into coral bleaching on the Great Barrier Reef. Warming ocean temperatures can trigger coral bleaching, often resulting in coral death.
- *national* – such as an inquiry into changing weather patterns and increased frequency of extreme weather events in Australia, such as bushfires. These affect government allocation of resources, including in relation to water security, agriculture and emergency services.
- *international* – such as an inquiry into drought in Africa. Rains have become less reliable in many places as the climate has changed and many African nations have been hit by a series of devastating droughts that have brought widespread hunger and starvation.
- *global* – such as an inquiry into the reduction in Arctic sea ice due to global warming. This reduction in white ice means that less of the sun's energy is reflected back into space and more is absorbed into the Earth, resulting in further increases in temperatures globally.

climate change
a change in global or regional climate patterns; in particular, a change apparent from the mid to late twentieth century onwards and attributed largely to the increased levels of atmospheric carbon dioxide produced by the use of fossil fuels

Source 6 Geographical inquiries can be carried out on a number of different scale levels.

Change

The concept of change helps us to understand what is happening around us and to see the world as a dynamic place. Change in both time and space allows geographers to examine how environments develop, transform or disappear.

Change can be the result of natural forces (for example, climate, earthquakes or volcanoes) or the result of human activity (for example, the building of a new bridge or the clearing of forest for farmland). Some changes can be positive (such as the regeneration of vegetation), while other changes can have negative consequences (such as the pollution of waterways from industry).

Changes take place on different scales, from local through to global. Local changes that happen quickly, such as storm damage in your street, are easy to observe and explain. Regional or national changes resulting from a bushfire or an earthquake can also happen quickly and their effects can be widespread, with devastating impacts on places and people. Changes that take place on a global scale can take much longer. Global warming, for example, is a long-term change that happens slowly. It has widespread and long-term effects that are not easily explained.

Observing and understanding natural or human-made changes is an important part of any geographical inquiry. Geographers need to look at different types of changes, why they have occurred, over what time period they have occurred, and what further changes may take place as a result. Geographers also play an important role in ensuring that change is managed sustainably.

Source 7 In preparation for the 2012 Olympic Games, Newham in East London was transformed from a suburb of derelict buildings and polluted rivers (top) into a vast sporting complex (bottom). The project adopted the *London 2012: Zero Waste Games Vision*, which aimed to make the games truly sustainable. For example, the velodrome shown on the right-hand side of the bottom photograph was built using 100 per cent sustainably sourced timber.

Check your learning
Log onto your obook pro to complete the questions for topic 1.1.

1.2 Geographical skills

Geographers are investigators. They explore the world around them by asking questions about what they see. These questions begin an investigation that requires them to collect and analyse information, and to communicate what they have discovered. To complete an investigation they need a set of skills such as drawing maps and cross-sections, surveying, sketching and presenting information. Seven categories of skills are used to complete a full geographical investigation, known as a **geographical inquiry**. These are listed in Source 1.

geographical inquiry
a process that geographers use to guide their investigations, beginning with asking questions and using geographical skills

To become a better geographer you need to learn new skills as you continue to practise, use and develop the skills you have already learnt. It might help you to think of each of these skills as individual tools in your toolkit. For some geographical inquiries, you may only need to use one tool; for others, you may need to use many. As you develop each new skill you will have gained another important tool in explaining the natural processes and human activities that shape our amazing planet.

Source 1 The seven categories of skills used in a geographical inquiry

Asking questions and conducting research	• Develop geographically significant questions and plan an inquiry that identifies and applies appropriate geographical methodologies and concepts.
Conducting fieldwork	• Conduct fieldwork, map and interpret data and spatial distributions, and use spatial technologies.
Interpreting geographical images Analysing maps Identifying patterns and relationships	• Evaluate multi-variable data and other geographical information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to make generalisations and inferences, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes. • Apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of data and information, taking into account alternative points of view. • Identify how geographical information systems (GIS) might be used to analyse geographical data and make predictions.
Collecting and representing data	• Collect, select, record and organise relevant geographical data and information, using ethical protocols, from a range of appropriate primary and secondary sources. • Evaluate sources for their reliability, bias and usefulness, and represent multi-variable data in a range of appropriate forms, for example, scatter plots, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies. • Represent the spatial distribution of geographical phenomena by constructing special-purpose maps that conform to cartographic conventions, using spatial technologies as appropriate.
Communicating and reflecting	• Present findings, arguments and explanations in a range of appropriate communication forms, selected for their effectiveness and to suit audience and purpose, using relevant geographical terminology, and digital technologies as appropriate. • Reflect on and evaluate the findings of the inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and explain the predicted outcomes and consequences of their proposal.

1.3 Asking questions and conducting research

Geographers look at people, land, air, water, plants and animals, and the connections between them to understand what is happening. They also seek to investigate where, why and how natural, managed and constructed environments are formed and changed. These observations often include identifying any problems or issues that need to be investigated and resolved.

Developing geographical questions

Geographers look at the world around them and ask questions about what they see, experience or have thought about. You may, for example, see a news item about a volcanic eruption. Or you may visit the centre of a large city on a field trip, or a national park on holiday. As you begin to think like a geographer, you will begin to ask questions about these events and places, and these questions may be the starting point for a geographical inquiry.

KEY SKILL
Asking questions & conducting research

Developing geographical questions

You can learn to develop geographical questions that will help you begin an inquiry about a particular topic or place. Start your questions with the words 'what', 'where', 'how', 'why', 'what impact' or 'what should'.

Your questions should examine ideas such as:

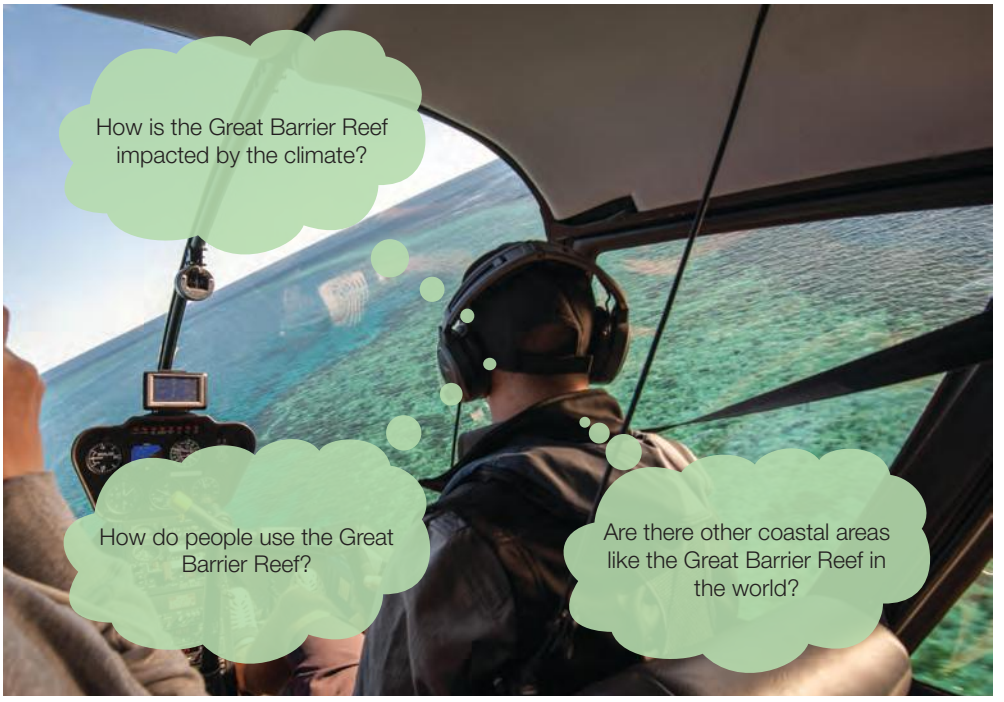
- Where is it?
- How big is it?
- How does it interact with other things in this place?
- How is it changing? How should people best manage this change?

The very best geographical questions open up an exciting area for you to explore. For example, examine Source 2 on the next page. A visitor to the Great Barrier Reef might ask a simple question, such as: 'What is the total area of the reef?' This is a question with a relatively straightforward answer. A better geographical question would be to ask: 'How has the total area of the reef changed over time?' This question opens up a whole new area to explore, because the answer to that question will lead on to further questions and greater depth of understanding. Some other sample questions are:

- Why are some patches of the sea dark green and others light green?
- How does marine life use the reef?
- Where is the reef located and how does this impact it?

Practise the skill

1. **Explain** why 'How has the total area of the reef changed over time?' a better geographical question than 'What is the total area of the reef?'
2. **Examine** Source 3 on page 8, which shows tourists on the Galapagos Islands. Work with a partner to develop a set of geographical questions about this place. Where could you begin to find the answers to your questions?



Source 2 Asking questions is an important skill for geographers. This geographer is examining the Great Barrier Reef from above in a helicopter.

Planning a geographical inquiry

Asking geographical questions is a good way to develop a range of possibilities for further research and investigation. It is usually best to narrow your investigation by selecting one question. You should select a question in which you are interested and that helps you to better understand the environment you are investigating.

Planning an inquiry about the Great Barrier Reef

Let us assume you have chosen to investigate the key geographical question: 'How is the Great Barrier Reef impacted by the climate?' Consider what information you need to answer this question and where you are going to locate this information. A good way to do this is to use a planning table, like the one in Source 3.

Source 3 Planning is a key stage in conducting a geographical inquiry.

Key inquiry question: How is the Great Barrier Reef impacted by the climate?	
Information needed	**Possible sources of this information**
Climate data, particularly temperature and rainfall for places at various distances from the Great Barrier Reef	• Atlas map to locate towns and cities at various distances from the Great Barrier Reef • Encyclopaedia entry for the climate of Queensland • Online search for climate data for selected towns and cities
Observation of photographs and satellite images of the region	• Photographs and satellite images of the Great Barrier Reef from this chapter • Satellite images from Google Earth, including historic imagery
An understanding of the impact of landforms on temperature and rainfall	• Printed resources such as geography textbooks, encyclopaedias and Bureau of Meteorology (BOM) books and leaflets • BOM website

Check your learning
Log onto your obook pro to complete the questions for topic 1.3.

1.4 Conducting fieldwork

For geographers, the field is an essential primary source of data. Books, websites and maps can give you some information about a particular place, but they are usually secondary sources of information. To really understand a landscape or issue, you need to go and see it for yourself.

Source 4 You never know where fieldwork will take you!

The skills associated with fieldwork

The aim of all fieldwork is to enable you to develop the skills of observation, information gathering, analysis and interpretation of different forms of data, and communication of your results. The types of fieldwork you conduct will differ according to your chosen topic and the fieldwork site. You will be:

- identifying different types of environments and the features within them
- recording data from different sources
- sampling things such as water quality or wind speed
- comparing different features to see if there is a pattern
- calculating amounts, such as water flow, numbers of different species of plants and animals, or visitor numbers
- communicating your findings.

Fieldwork locations and inquiry questions

Fieldwork can take place in many locations and for a wide variety of purposes. Rivers and coasts are popular fieldwork locations because the constant movement of water in these places changes the natural environment. Shopping centres, parks and city streets are also popular because the constant movement of people creates patterns, flows and changes.

Source 5 provides some examples of fieldwork locations, as well as inquiry questions that can be the beginning of an investigation there.

Check your learning
Log onto your obook pro to complete the questions for topic 1.4.

Source 5 Examples of fieldwork locations and inquiry questions for different units of study in Year 10 geography

Unit of study	Fieldwork location	Inquiry questions
Environmental change and management	River or stream Coast	• What natural processes are shaping this riverine or coastal environment? • How do these natural processes impact on human activities? • What human activities have changed the natural processes and environment in this place? • How have these environmental changes been managed? • How effective has this management been? • What further management strategies could be used to better manage change in this place?
Geographies of human wellbeing	Two contrasting suburbs	• What are living conditions like in these two suburbs? • What are the similarities and differences? • How can these differences be mapped? • Why do these differences occur? • How can wellbeing be improved in these suburbs?
	Program to improve wellbeing	• What are the aims of this program? • Why does it exist? • How successful is it in reducing inequalities in wellbeing? • How could it become more successful? • How could it be applied in other regions and places?

1.5 Interpreting geographical images

Geographical images are taken to depict and present a place or particular feature of the landscape for the purpose of demonstrating an aspect that is being studied. This is quite different from taking photos of you and your friends for fun, or even from taking an attractive picture of a landscape. Whether you take a geographical image during a fieldwork study, or collect them from researching online, you need to develop the skill of interpreting them.

Landscapes can be photographed from several different angles, depending on the position of the camera at the time the photograph was taken. Each angle makes some features of the landscape easier to see and interpret than other features, so you need to carefully consider the angle at which the photograph has been taken (see Source 6).

GROUND LEVEL

The camera is held by someone at the same level as the landscape being photographed. This angle allows you to clearly see the height of any object and the detail in vertical surfaces. However, objects in the picture can hide the landscape behind them. Ground level is not the most effective method when investigating something like the Great Barrier Reef, as it is underwater.

OBLIQUE AERIAL

The camera is positioned above the landscape and angled towards the scene being photographed. This angle allows you to see both the foreground and the background of the scene. You can also see both the height of an object and its width or area. However, objects in the background seem much smaller than those in the foreground.

VERTICAL AERIAL

The camera is positioned directly above the landscape. This vertical (or plan) view allows you to see the extent of any feature. However, it is difficult to judge the height of a landscape. In this image, for example, it is difficult to judge the depth of the water.

Source 6 Different types of geographical images

Check your learning
Log onto your obook pro to complete the questions for topic 1.5.

Analysing satellite images

A **satellite image** is taken from space. It allows us to see large areas of the Earth's surface. These images are often used to investigate patterns, such as the shape of the reef, its position relative to land, and the distribution of small reef shapes. It is difficult, however, to see smaller features of the environment.

satellite image
an image of a place taken from satellites orbiting above the Earth's surface

Source 7 This satellite image of the Great Barrier Reef was captured by NASA.

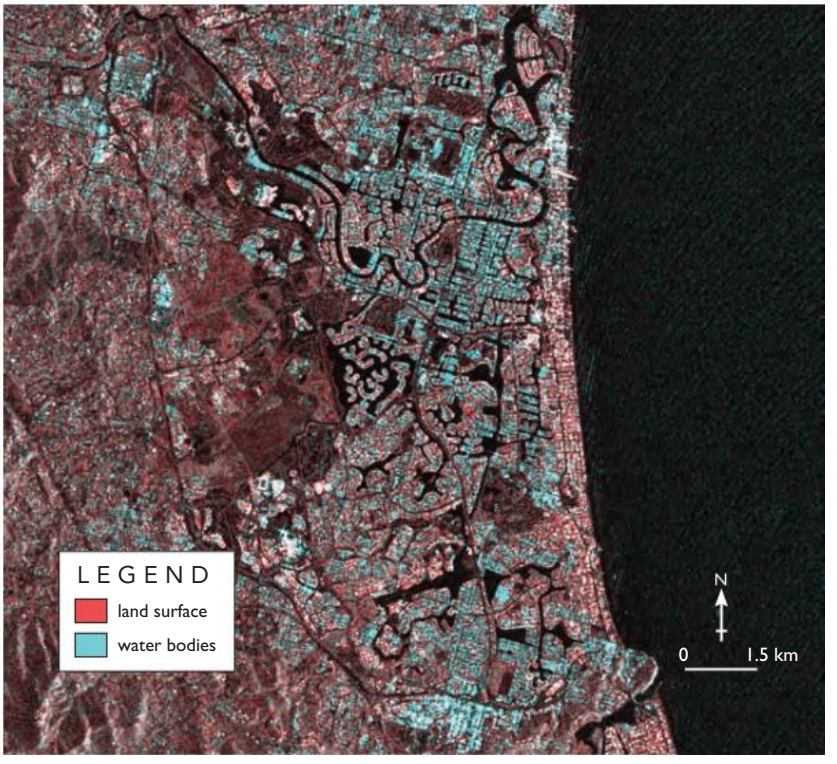
false colour image
an image that depicts an object or area in colours that differ from those seen in nature; false colour images use colours that are different or more exaggerated than those shown in standard photographs, in order to make the thing being shown easier to interpret

Analysing false colour images

You may have heard the terms '**false colour image**' or 'false colour map' before. The term 'false colour' does not mean the colours used are incorrect; rather, it means that different colours have been used to make the image or map easier to interpret.

The colours used in a false colour image can look quite unnatural (see Source 8). This is because the colours of the natural features are too similar to demonstrate a particular point or aspect. If, for example, you are trying to show where a muddy brown river meets a brown-coloured riverbank – which has brown rocks and some brownish shrubs – you might decide to use false colour to clearly show where the different elements are. You may make the shrub areas bright green, the river neon yellow and the rocks bright red, leaving just the riverbank brown.

If you are looking at a false colour map, you should examine the accompanying legend to interpret the colours used.



Source 8 This false colour image was captured by a satellite. It uses blue and red to show the contrast between water bodies and the land surface in the Gold Coast, south-east Queensland.

1.6 Analysing maps

map
a simplified plan of an area shown from directly above

plan view
a way of showing something as if the viewer is looking down on it from above; a bird's-eye view

One of the most useful tools that geographers use to process information is a **map**. Maps are drawn in the **plan view** because this ensures the scale will be the same across the entire area. If maps were drawn from an angle, some parts of the mapped area would look distorted and so it would not be an accurate representation of the area. When properly used, maps can reveal a great deal about our planet and the ways in which we use it.

A piece of paper only shows two dimensions: width and length. The Earth's surface, however, has a third dimension: height. Cartographers (map makers) use a variety of methods to show this third dimension, including topographic maps, cross-sections and digital maps.

There are a range of different maps and graphic representations you will analyse and create throughout the study of geography. A short explanation of some complex maps and graphic representations is provided in this topic.

Topographic maps

topographic map
a type of map that shows the shape of the land, its relief and landforms

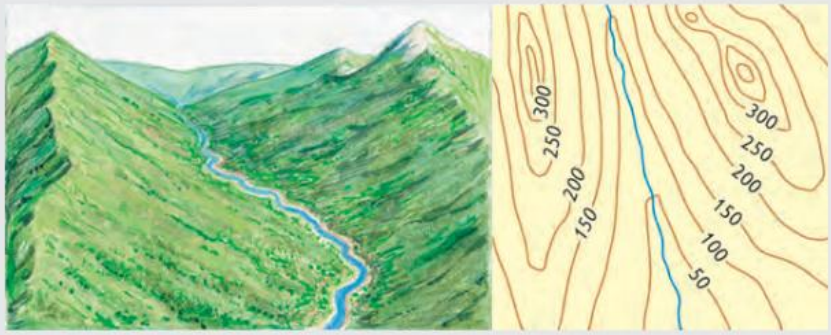
contour lines
lines drawn on a map that connect points of the same height to show the height and steepness of land

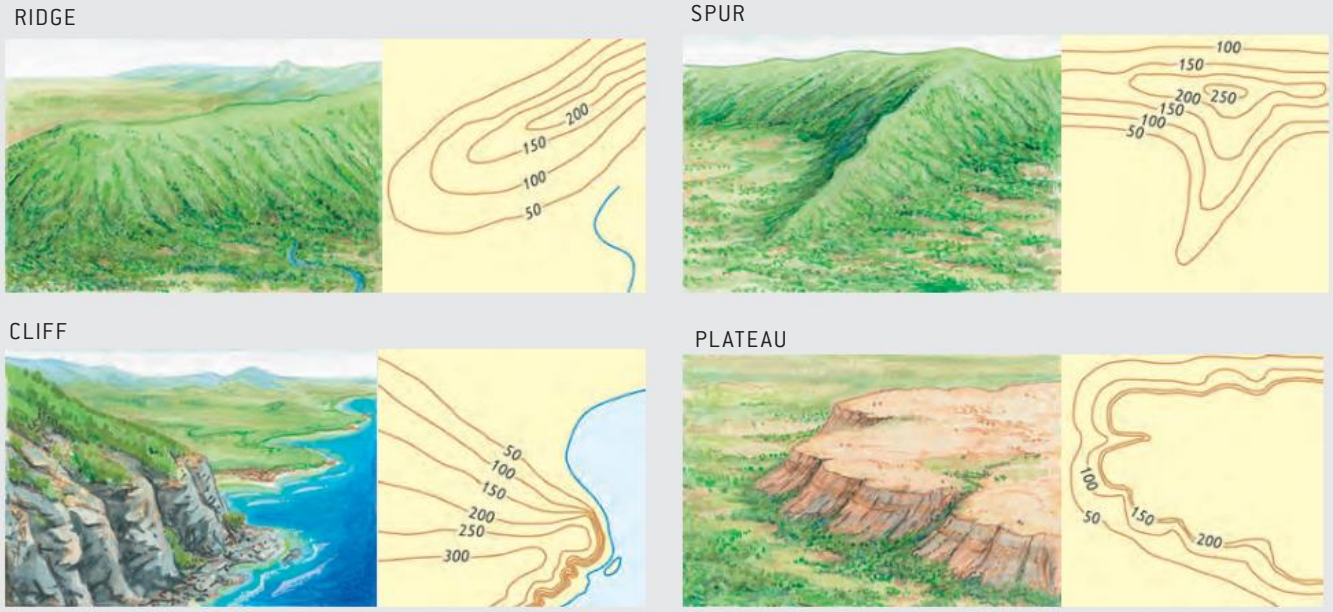
Topographic maps are one of a geographer's most useful tools. They show the shape of the land (such as the shapes formed by hills, valleys and ridges) through the use of **contour lines**, which join together all places of an equal height above sea level. By learning to interpret the contour patterns made by these lines, you can work out the shape and height of the land that has been mapped (see Source 9). Also, because most topographic maps are drawn of a small region, they can show that region in great detail – right down to individual buildings and rocks.

Source 9 Common contour patterns

ROUND HILL OR VOLCANO

VALLEY

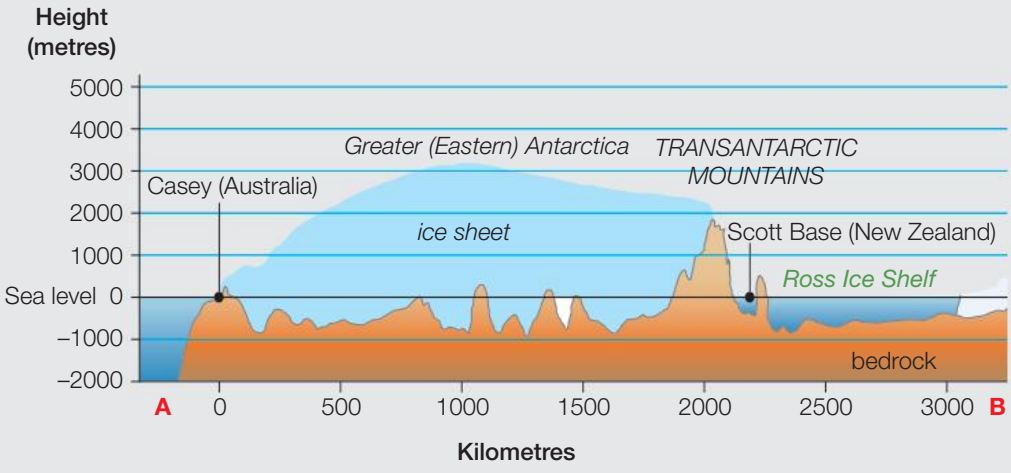




Cross-sections

Unlike a map, which shows a landscape in plan view, a cross-section provides a profile (side) view of a landscape. This allows geographers to see the **relief** of the land from side-on. Interpreting cross-sections can help further our understanding of how the relief of the land influences the way in which it is used (for example, where people choose to live or where food is grown). Cross-sections are made using contour lines. (see the key skill box on the next page).

relief
the variations in elevation (height) of areas on the Earth's surface



Source 10 This cross-section of Antarctica helps geographers understand the size of the ice sheets and the size of the bedrock underneath them, and also to see the different areas where ice is thinning.

KEY SKILL
Collecting & representing data

Drawing a cross-section using contour lines

To create a cross-section from a topographic map, follow these steps:

Step 1 Identify the cross-section by finding two points on the map to form the outer edges.

Step 2 Line up the straight edge of a plain piece of paper across the map so that it covers the two points you identified in step 1. Mark these two points as A and B.

Step 3 Make small marks on your paper where each contour line meets it and write the height of the contour.

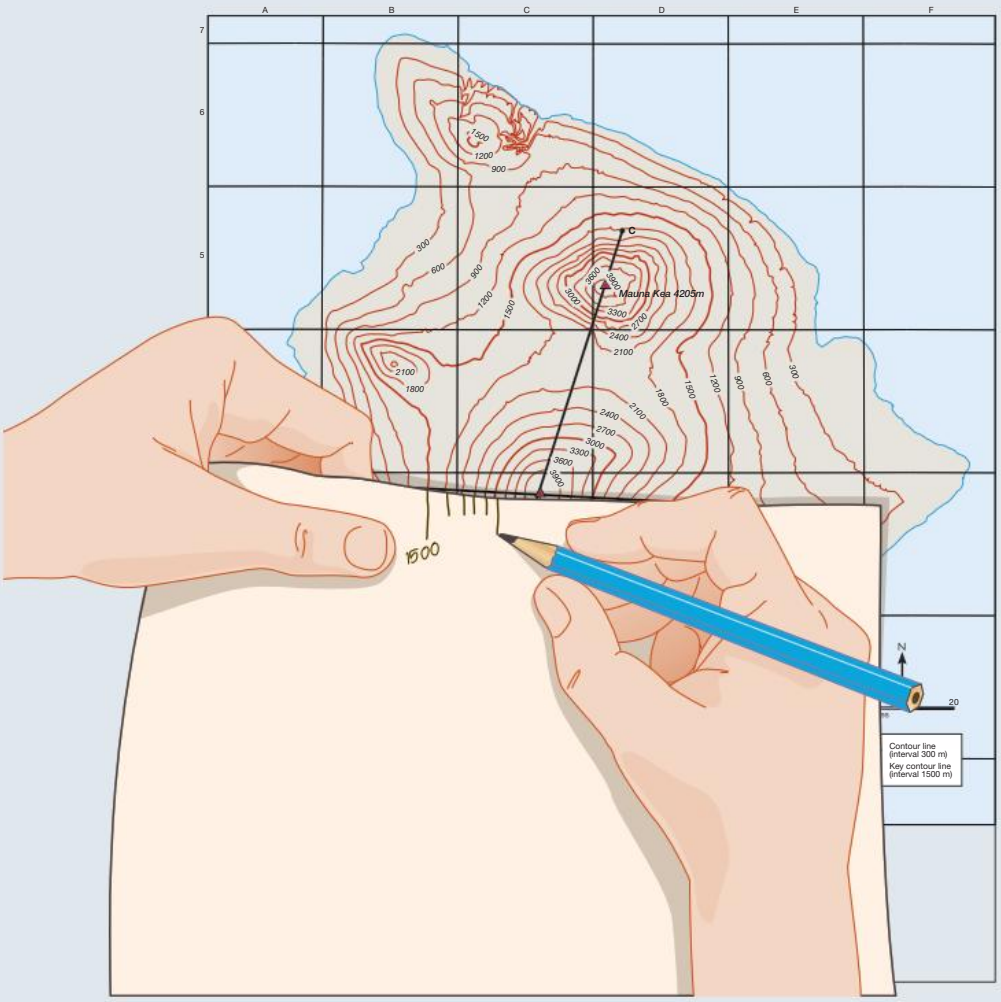
Step 4 On another piece of paper, draw a set of axes for your cross-section. The horizontal axis should be the same width as the distance between points A and B on the map. The vertical scale should begin below the lowest point on your cross-section and extend above the highest point.

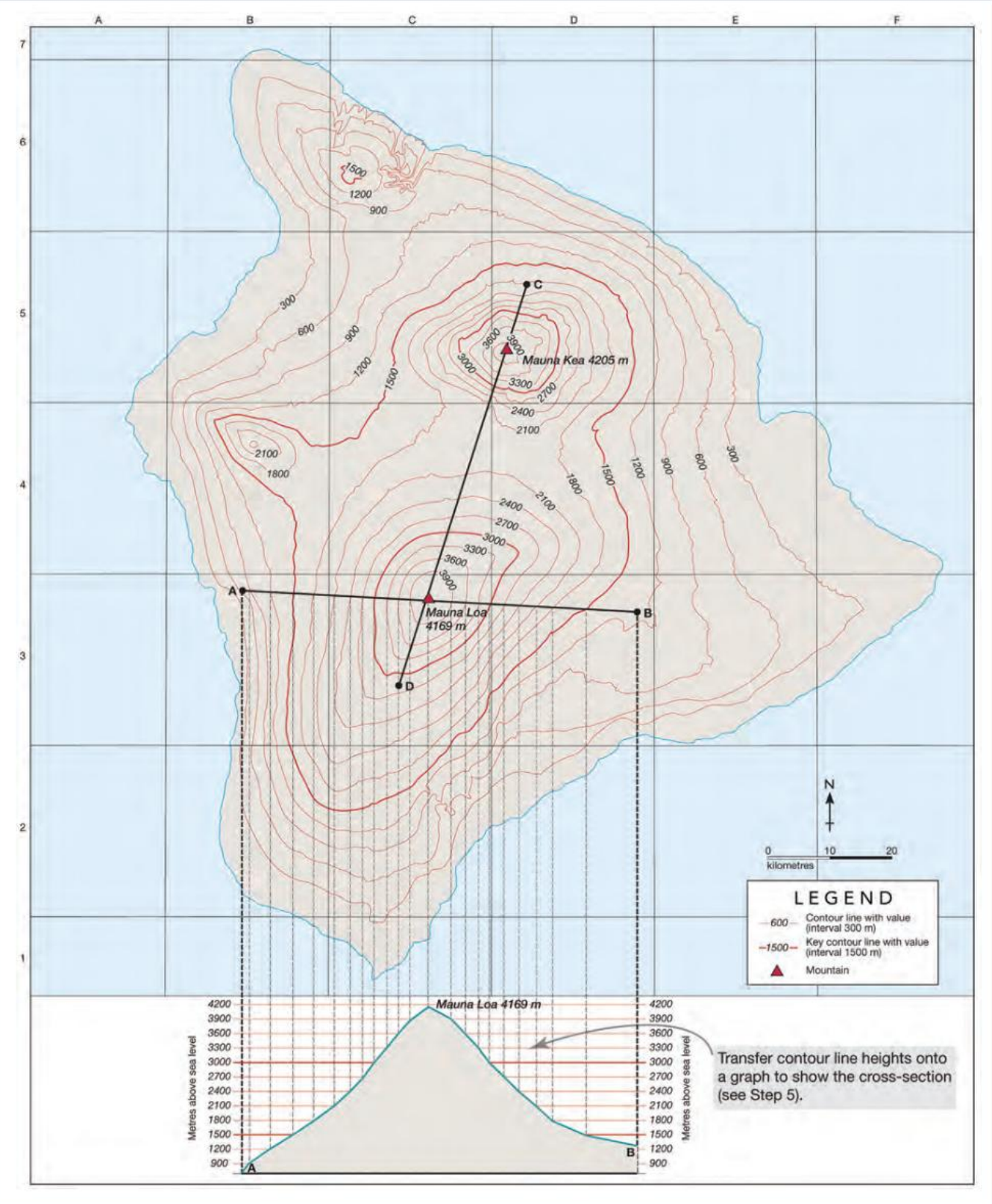
Step 5 Lie the edge of your first piece of paper along the newly created horizontal axis. For each contour height shown, add a dot onto your cross-section at the correct height according to the vertical scale. Join these dots in a smooth line.

Step 6 Lightly shade the area below the line to show that it is solid land. Label both axes and give your cross-section a title.

To practise this skill, log onto your obook pro and complete the key skill worksheet: Drawing a cross-section using contour lines.

Key skill worksheet
Collecting & representing data: Drawing a cross-section using contour lines





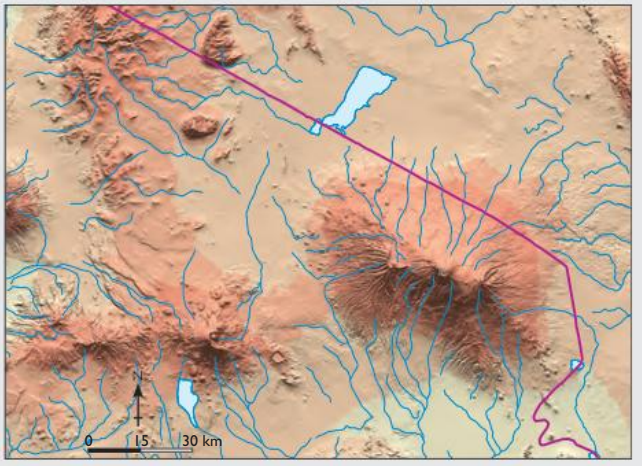
Source 11 Creating a cross-section from a topographic map of Hawaii

Digital maps and elevation models

There are about 6000 human-made satellites orbiting the Earth. Many of these collect digital data about the shape and height of the land and transmit it back to computers on the ground. This data is then interpreted, and can be used to draw maps.

Cartographers can use computer programs to add colours to these digital maps, to highlight certain aspects of the environment. In Source 12, for example, the land has been shaded according to its height. The data can also be manipulated in other ways. In Source 13 it has been used to create a side view of the landform being mapped. This type of illustration is known as a **digital elevation model (DEM)**.

digital elevation model (DEM)
a topographic illustration (or digital model) that uses a range of data to generate a 3D representation of the Earth's surface



Source 12 In this digital map of the Mount Kilimanjaro region, land has been shaded according to its height above sea level. Shadows have also been added to help map users understand the shape and height of the land.

Check your learning
Log onto your obook pro to complete the questions for topic 1.6.

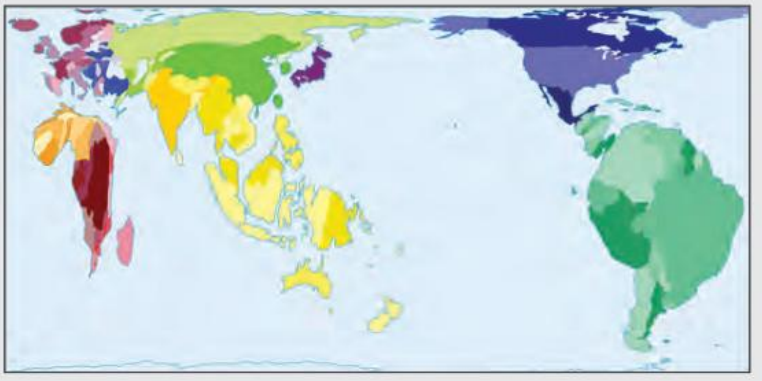
Source 13 This is a digital elevation model of Mount Kilimanjaro and the surrounding area. The data was collected by a NASA space shuttle and an orbiting satellite.

cartogram
a type of map that is distorted to show a representation of statistical data (e.g. access to water, rates of obesity, etc.), rather than land area

Cartograms

You will have already seen **cartograms** in the course of your geography studies. These maps look distorted and have areas that appear thinner or more enlarged than they would normally be, depending on what they are showing. Cartograms are sometimes called 'value by area' maps, which means the spaces on the maps are altered to show a representation of a value rather than land area.

There are various software programs available that can generate cartograms.



Source 14 This cartogram shows the Earth's fresh water resources. The distortion shows that South America has large supplies of fresh water, while Africa has very little.

1.7 Identifying patterns and relationships

An important skill that you need to develop in the study of geography is that of identifying patterns and relationships in data. Geographers look for order, diversity, trends, patterns, anomalies and relationships in their information. It often helps to classify information by sorting it into groups.

Using methods and models to identify trends, patterns and relationships

There are a number of methods and models that geographers use to help identify trends, patterns and relationships in data. These include:

- the SHEEPT method
- the PQE method.

The SHEEPT method

SHEEPT is a tool used by geographers to help them consider six factors that may contribute to the patterns identified in their data (see Source 15). When you are examining issues related to your inquiry, it is useful to think about them in terms of these factors and rank them in order of importance. This will help you reach your conclusions.

S	Social – factors relating to culture and people
H	Historical – factors relating to past events
E	Environmental – factors relating to the natural environment (including climate, landforms and vegetation)
E	Economic – factors relating to the earning or spending of money (including income earned from industry and tourism and the cost of building a dam or highway)
P	Political – factors relating to governments (including laws, regulations and policies)
T	Technological – factors relating to the availability and use of different types of technology (including the development of greener technologies, alternative energy sources and GIS)

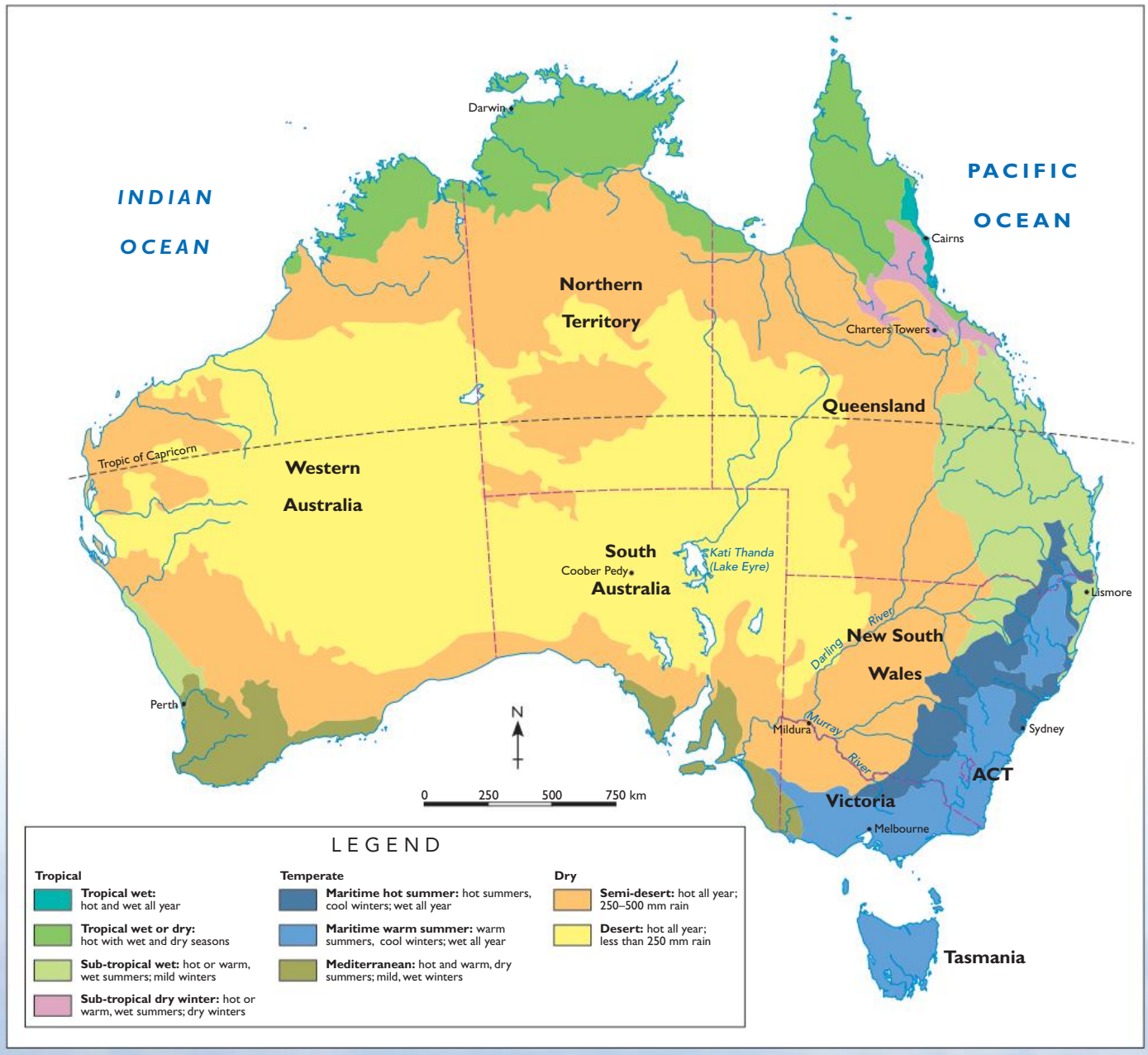
Source 15 The SHEEPT method

The PQE method

PQE is a tool used by geographers to describe the data they have gathered (particularly on maps) and to look for patterns in this data. The letters 'PQE' stand for 'pattern', 'quantify' and 'exceptions'.

Source 17 on the next page is a sample of writing that uses the PQE method to describe the distribution of climate zones in Australia (as shown below in Source 16). Read the highlighted sections closely. These are sentence starters that can be used to structure your response whenever you are using the PQE method.

AUSTRALIA: CLIMATE ZONES



Source 16 Source: Oxford University Press

If you can identify the type of map that you are looking at, make sure you name it.

The uneven pattern of this choropleth map shows that Australia is dominated by a dry climate in the central area, with desert and semi-desert climate zones.

The evidence that quantifies this pattern is the far-reaching location of semi-desert and desert climate zones, which spans most of the central continent and impacts on Western Australia, the Northern Territory, South Australia, Queensland, New South Wales and northern Victoria. In other words, this pattern impacts on every state and territory in Australia except Tasmania and the Australian Capital Territory.

The exception to this pattern is the diverse climate zones around Australia's coast. For example, the south-eastern areas of Tasmania, Victoria and New South Wales experience maritime climates, whereas parts of the Western Australian coast experience a Mediterranean climate. Far-north Western Australia and Northern Territory are different again, with tropical wet and dry climates. Queensland, where the Great Barrier Reef is located, experiences its own range of climates in just one state.

Pattern – in this step, you need to give a general overview of any patterns you may identify.

Quantify – in this step, you need to add specific and accurate information to define and explain the patterns.

Exception – in this step, you need to identify anything that does not fit your patterns.

Source 17 PQE example

Distinguishing between qualitative and quantitative data

Primary and secondary data provide either **qualitative data** or **quantitative data** (see Source 18). Good geographical inquiries will always be based on a combination of primary and secondary data that is both quantitative and qualitative. Even though qualitative data is an important part of any geographical inquiry, quantitative data is considered to be more valuable because it is less open to personal interpretations and can be more accurately represented in graphs and charts.

qualitative data
information that focuses on quality rather than quantity; as such, it is usually someone's opinion and may differ from person to person

quantitative data
any information that can be recorded as numbers (e.g. 'the literacy rate is India is 74 per cent')

Source 18

The PQE method uses mainly qualitative data.	Examples of quantitative data	The SHEEPT method uses mainly quantitative data.	Examples of qualitative data
	• climate and temperature statistics • tourist numbers • population figures • types and amounts of food grown • forest clearance rates • numbers of people killed in natural disasters		• opinions • points of view • personal stories • likes and dislikes • feelings

Check your learning
Log onto your obook pro to complete the questions for topic 1.7.

1.8 Collecting and representing data

Geographers find answers to their questions in many places. They may collect information themselves by interviewing people, taking photographs, making sketches out in the field, or conducting surveys and questionnaires. This kind of information will generally only be relevant to a particular inquiry and is called **primary data**.

primary data
data for a geographical inquiry that was collected in the field by the geographer conducting the inquiry (e.g. survey data, hand-drawn maps or photographs)

Often, a geographer collects information that supports their inquiry but has not been specifically collected or designed by the geographer for that inquiry. This type of information is called **secondary data**. Secondary data sources include maps, graphs, statistics and websites that someone else has developed. Some of the best secondary sources of information may be photographs from newspapers and magazines, or satellite images from Google Earth.

secondary data
data used for a geographical inquiry that was not collected by the geographer conducting the inquiry (e.g. textbooks, atlases or websites)

Regardless of whether you are using primary or secondary data, your investigation or inquiry into any geographical topic should follow these steps:

1. Collect and record the information you think you will need to answer your key inquiry question.
2. Evaluate this information and data to determine that they are accurate and relevant.
3. Represent your findings in an interesting and appropriate way, such as tables, graphs, maps and sketches (see page 18 for more information on these).

Reliability and bias

Geographers need to evaluate the sources they use for reliability and potential bias, as well as usefulness.

In the case of collecting data from primary sources – such as interviewing subjects directly on a topic – the information gathered will be reliable because it is gathered firsthand; but the geographer should keep in mind any potential bias that may be influencing an interview subject's response. An interview that a geographer is conducting on the potential effects of turning local parkland into an industrial park, for instance, would have very different responses from a representative of the industrial developer than from a member of a local wildlife conservation group. It is important for a geographer to evaluate this kind of bias, and remember to ask questions about the motivation behind it.

It is important to evaluate any secondary data for reliability, as well as bias. This is particularly true for information obtained through the internet. Unlike a printed source, such as a book or atlas, it can be very difficult to establish who has written and published information online. Ask yourself:

- Is the secondary data from a recognised source; for example, a government body, such as the Bureau of Meteorology, or a research agency, such as CSIRO?
- Is the data provided without bias? Or is it presented on a website for a company that might have a vested interest in influencing public opinion?

Before you move to the next stage of your inquiry, it is important to check that you have recorded all your data without errors, and that it is balanced, fair and does not reflect your personal opinions.

KEY SKILL
Collecting & representing data

Evaluating the reliability of websites

There is an enormous amount of material available online, but it is important to keep in mind that not all websites provide reliable information. You must be careful to not automatically accept that all information published online is from a reliable source. Websites should be critically evaluated for reliability by following these steps:

Step 1 Find out how old the information is. When was it first published? This will help you decide whether it is useful for your inquiry or not.

Step 2 Find out who published the information. Is it possible they have a bias? You can often find out more about the organisation publishing information by going to their 'home page' or reading the 'about us' section.

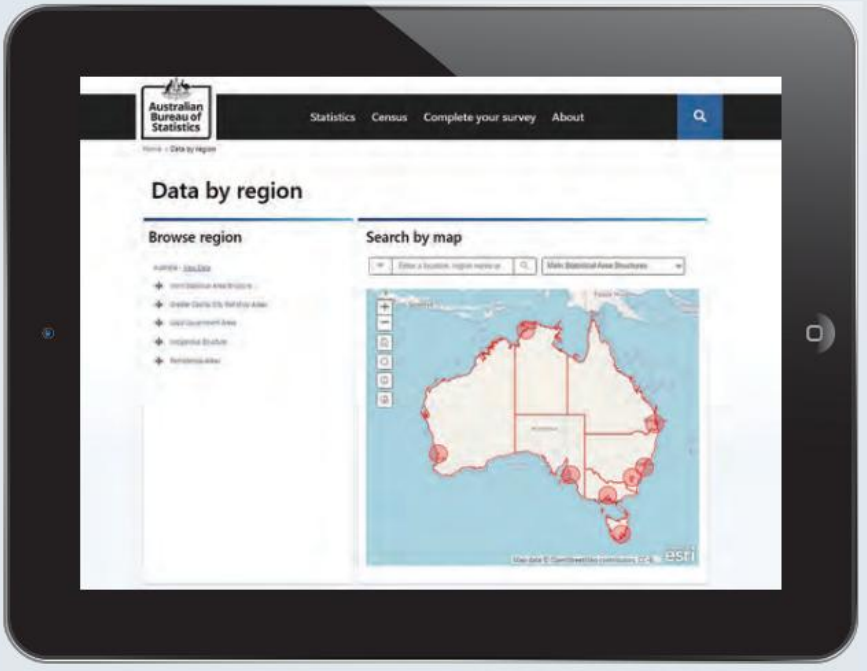
Step 3 Look at the domain suffix at the end of the URL, as this will give you an important clue about the origin of the information. For example:

- '.com' is used by commercial organisations, such as online stores
- '.org' is used by non-commercial organisations, such as non-government organisations and welfare groups
- '.gov' is used by government departments
- '.edu' is used by schools and universities
- '.net' is used by commercial organisations
- '.mil' is used by military groups.

Step 4 If you cannot find out when the information was published or who published it, it is probably too unreliable to use in a geographical inquiry. Look for a more reliable source of information.

Practise the skill

1 Common websites used for reference information include the CIA World Factbook, the Australian Bureau of Statistics, National Geographic and the United Nations Development Programme. Using the steps listed above, assess the reliability of the data found on these websites.



Source 19 This webpage offers a range of statistical data about Australia. How can you determine if it contains reliable information?

Being an ethical geographer

When conducting research and obtaining data for an inquiry, it is important for a geographer to be mindful of issues that are likely to raise ethical concerns. This may include being aware of privacy concerns, ensuring anonymity if required, and obtaining informed consent from research participants. Geographers may also need to outline where and how the information obtained will be used or published; and to give special attention to relational data, where geographical references or coordinates might disclose a participant's location or identity.

If a geographer undertakes an inquiry that involves consulting with Aboriginal and Torres Strait Islander communities, they should be aware that there are guidelines and protocols that should be followed. While these are not necessarily rules, it is important to know that Aboriginal and Torres Strait Islander peoples have distinctive regional and cultural identities that require respectful consideration for meaningful consultation. This may involve preferred terminology, cues for cultural communication, and other means for making consultation harmonious and productive. If you are conducting such an inquiry, it is advisable to read some relevant material first, such as the *Aboriginal and Torres Strait Islander Peoples Engagement Toolkit*, which you can find via your obook pro.

Weblink
Aboriginal and Torres Strait Islander Peoples Engagement Toolkit

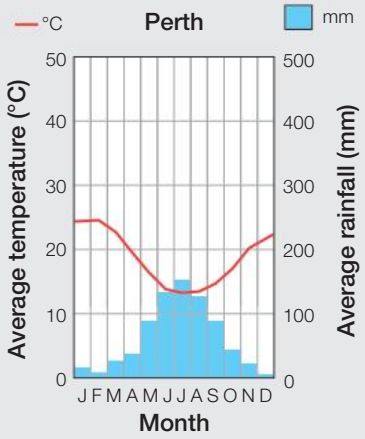
Using graphs to record data

In Years 7 and 8 you will have learnt how to create and interpret simple graphs, such as line graphs, bar graphs, column graphs and pie charts. In Years 9 and 10 you will be working with more complex graphs. Sometimes you will create such graphs yourself, and sometimes you will interpret them to make sense of the information they provide. Regardless, understanding how information is represented in graphs is an important skill to add to your toolkit. Some of these styles of complex graphs are described below.

climate graph
a combination bar and line graph that shows the rainfall and temperature of a given place; also known as a climograph

Climate graphs

Climate graphs show the general climate of a place – what the weather is like overall in a certain location – graphing the average monthly temperature and rainfall over the course of year or other set period of time (see Source 20). Climate graphs combine line and column graphs. Temperature is recorded as a line graph and rainfall is recorded as a bar graph.

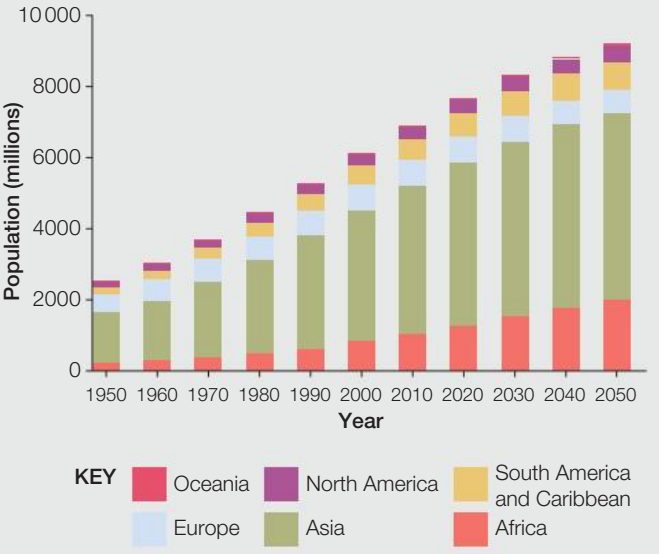


Source 20 A climate graph showing the average monthly temperature and rainfall in Perth

Compound column graphs

A **compound column graph**, sometimes called a stacked column graph or stacked bar graph, is used by geographers to compare parts of something to the whole. They are a more complex type of column graph in which each column is split into sections. The results are then stacked on top of each other, in different colours or different shades of a colour, so that they can be easily compared (see Source 21).

Each column in a compound column graph represents a total, and each different-coloured segment represents a part that makes up that total. The graph in Source 21, for example, shows the total increase in world population – from 1950, projected up to 2050. Of the total increase in population, it is immediately clear that Asia, coloured green, has experienced and will continue to experience the greatest growth. It is also immediately clear that Oceania, coloured dark pink, has experienced very small population growth in comparison. Presenting the information in this way means we can quickly see and compare a number of figures that contribute to a total.

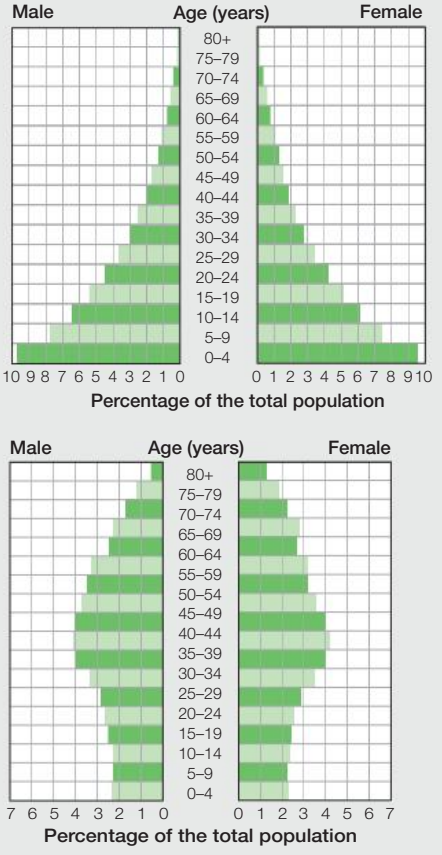


Source 21 A compound column graph showing the increase in world population by region, from 1950, projected up to 2050

Population pyramids

Population pyramids are horizontal bar graphs that show the proportion of males and females in different age groups in a population. Most commonly, they are used to compare the population structures and growth rates of different countries. A pyramid-shaped graph shows a population with a high birth rate – that is, the population in that country is growing – while a graph that tapers off (is narrower) at the younger ages indicates a population that is contracting or declining (see Source 22).

Population pyramids can also help geographers to identify the ways in which the population in a single country is changing over time.



Source 22 Population pyramids showing growing (top) and contracting (bottom) populations

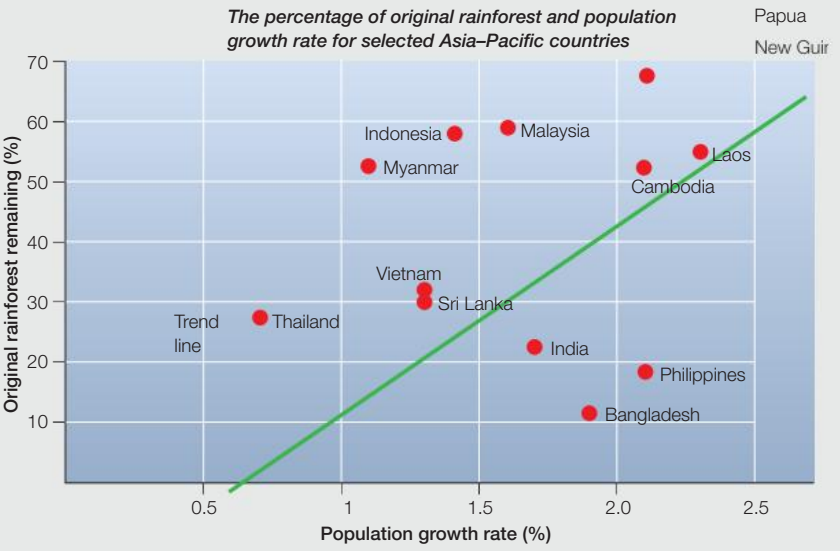
compound column graph
a type of column graph that features two or more sets of related data at the same time so that they can be compared; information provided in each column is subdivided for further comparison

population pyramid
a type of graph that displays the percentage of males and females in a region or population grouped by age

Scatterplots

Maps can be useful for showing a pattern, but they do not really explain that pattern. A special type of graph, called a **scatterplot** is a better way of doing this. A scatterplot compares two sets of data in a visual way so that connections between them can be easily seen.

The scatterplot in Source 23 compares the amount of original rainforest remaining in selected Asia–Pacific countries with their population growth rates. It is essentially testing the theory that rainforests are less endangered in countries where the population is growing rapidly.



Source 23 A scatterplot comparing the amount of original rainforest remaining in selected Asia–Pacific countries with their population growth rates

In this graph, because most of the countries lie close to the trend line, it is possible to say that there is a relationship between the amount of rainforest in a country and the rate at which its population is growing. Countries with the fastest growing populations have the most rainforest remaining. Those countries that lie apart from the general trend, such as Bangladesh, are called outliers. A geographer studying this graph might use it as the beginning of a geographical inquiry into deforestation in Bangladesh.

scatterplot
a type of graph that uses two sets of data by plotting points along two axes, the pattern of which shows their correlation; also called a scattergraph or scattergram

Other graphic representations

In addition to maps and graphs, geographers use a range of other visual representations to communicate information they have collected. These include geographical diagrams, sketches, tables, geographical images and geographical information systems. These ways of presenting information allow geographers to communicate their findings in the most clear and appropriate manner.

Tables

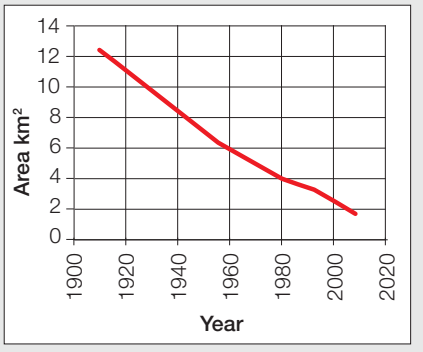
Tables allow geographers to present and compare data by organising it under different headings. Tables can be useful for presenting information over a range of time periods or locations.

Year	Area ('000 square metres)							
	Glacier A	Glacier B	Glacier C	Glacier D	Glacier E	Glacier F	Glacier G	Total
1912	5 676	3	27	5 011	811	372	158	12 058
1953	3 829	0	16	2 156	493	181	0	6 675
1976	2 440	0	0	1 409	209	113	0	4 171
1989	1 900	0	0	1 168	147	90	0	3 305
2003	1 304	0	0	1 025	132	49	0	2 510

Source 24 This table, based on data gathered by geographers in 2006, shows the change in area of seven glaciers (A–G) on Mount Kilimanjaro, 1912–2003 (in thousands of square metres).

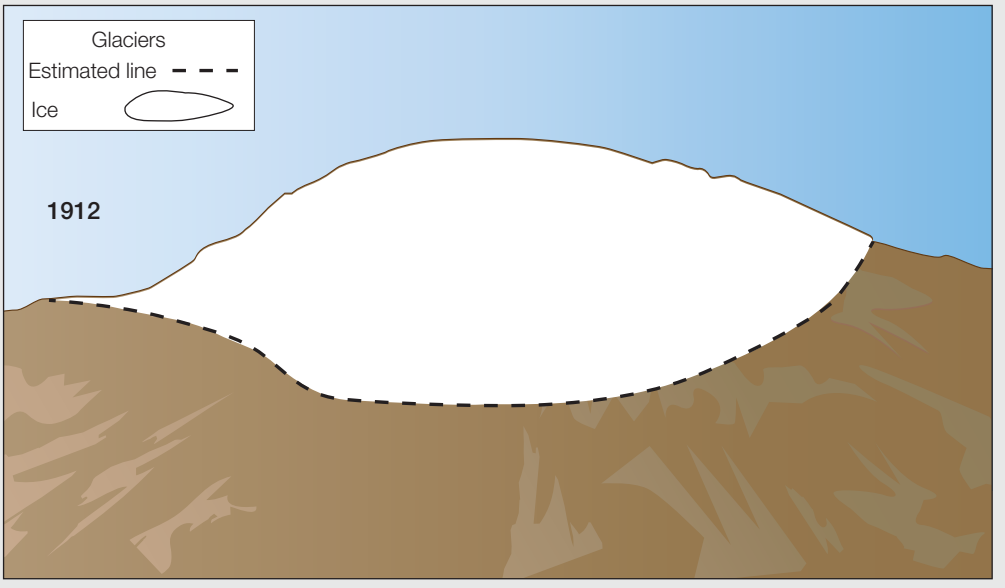
Geographical diagrams

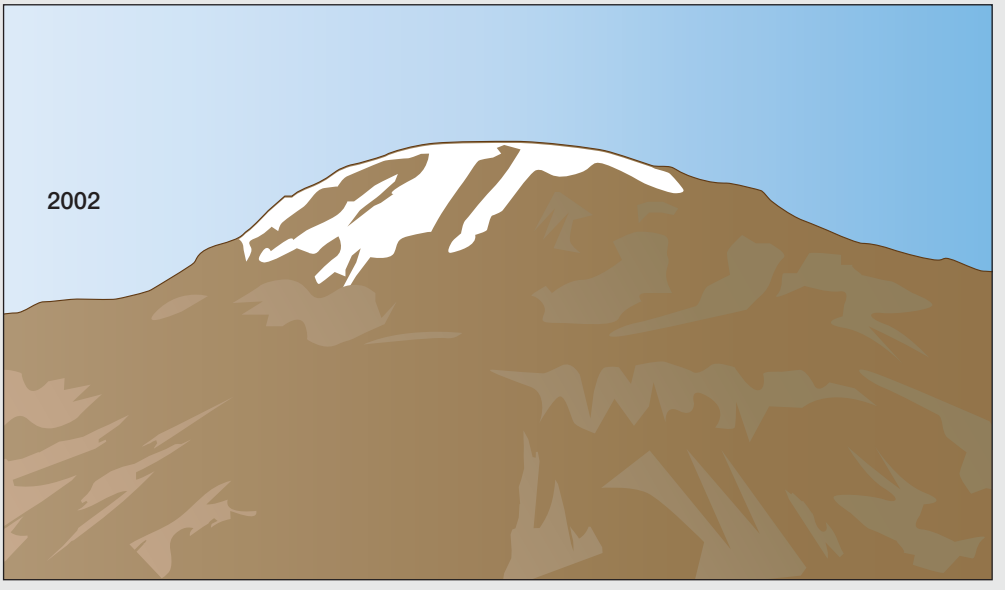
Geographical diagrams are simplified drawings of the real world. They allow geographers to show the features or characteristics of places or things much more directly than describing them in words. Certain interesting or complex processes can also be easily explained and demonstrated in a diagram, and communicated quickly and effectively by simple visual representation.



Rate of snow melts 1900–2020

Source 25 This geographical diagram and graph show the dramatic rate at which snow has melted on Mount Kilimanjaro.

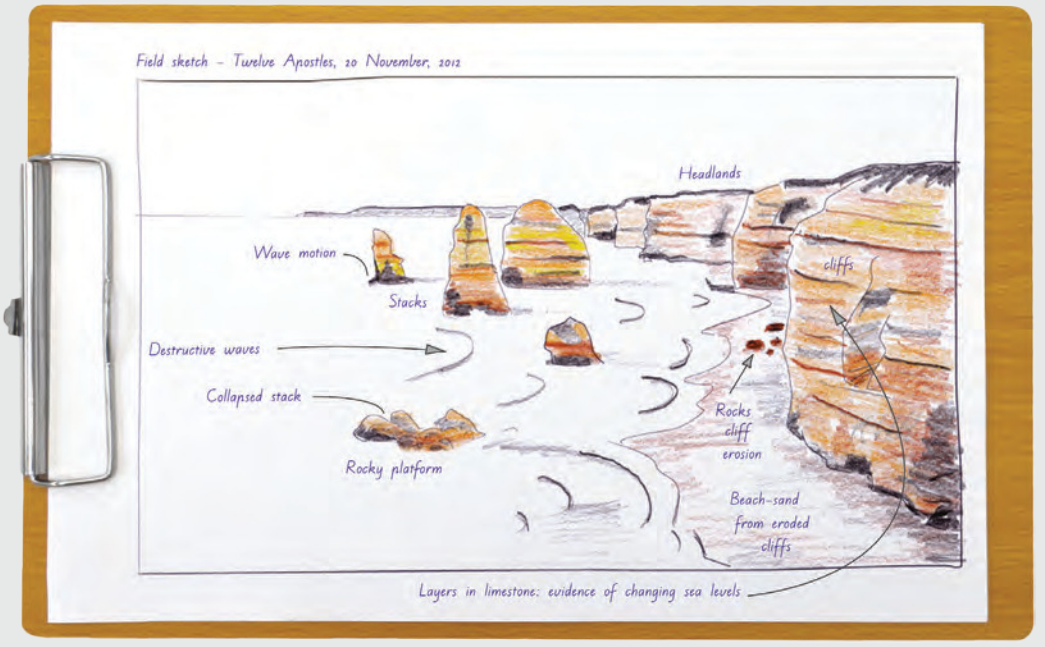




Geographical sketches

geographical sketch
a sketch focusing on those parts of the environment relevant to the current geographical inquiry

A **geographical sketch** can be an extremely useful way of collecting information and presenting it in a straightforward and immediate way. Such sketches are often completed in the field (where they are known as field sketches), but may also be created from photographs. A geographer studying the role of waves in the erosion of a coastline would sketch the rocks and landforms at a beach, while another geographer studying tourism at the same beach would sketch the buildings and roads. Sketches allow the geographer to simplify information to make it easier to understand.



Source 26 Field sketches are useful for capturing information quickly and directly.

geographical information systems

geographical information system (GIS)
a software application designed to capture, store, manipulate, analyse, manage and present all kinds of geographical information

A **geographical information system (GIS)** encompasses collecting geospatial data – such as the real-world distance between landmarks, water depth, the height and width of buildings, and the layout of streets and suburbs – and presenting it through digital means. Smartphone apps such as Google Maps and Google Earth allow geographers to navigate through the real world, using GIS data. GISs have many different applications, and are used for planning, telecommunications, transport and logistics, to name just a few.

Source 27 GISs gather and present real-world geographical data using computer technology. Today, a GIS can be found on almost every smartphone, in the form of apps such as Google Maps and Google Earth.

Check your learning
Log onto your obook pro to complete the questions for topic 1.8.

1.9 Communicating and reflecting

A key skill in the study of geography is the ability to communicate your findings clearly and effectively. There are several ways of doing this, and you should select the method that best suits your audience and purpose:

- *written methods*, such as essays, reports or other text-based presentations
- *oral methods*, such as oral reports, presentations, discussions and debates
- *graphic methods*, such as maps, graphs, and diagrams
- *visual methods*, such as annotated visual displays (AVDs), photographs, sketches and posters
- *digital methods*, such as Wikis, GISs, databases, 3D models and simulations, and multimedia presentations.

Source 28 Using PowerPoint is a good way of organising and presenting your findings.

KEY SKILL
Communicating & reflecting

Planning, creating and delivering a PowerPoint presentation

Using PowerPoint is a good way of organising and presenting your findings. You may have found doing oral presentations a little daunting in the past, but following these steps will prepare you to give a PowerPoint presentation with confidence.

PowerPoint allows you to embed images, and provides a structure for outlining your key points in a clear and concise way. You can then talk through your presentation using the slides to both prompt and support you. Using visual aids captures your audience's attention and makes your presentation a lot more informative, too.

Follow these simple steps and tips when planning, creating and delivering the findings of a geographical inquiry.

Plan your presentation

Step 1 Gather the findings of the research you have carried out as part of your geographical inquiry, including the sources you have used, the results of any surveys or interviews, and any relevant images, graphs, maps or photographs.

Step 2 Plan your presentation carefully so it has a clear beginning, middle and end.

Step 3 Know the requirements of your presentation. Your teacher will tell you how long your presentation is expected to be and what key points need to be covered. It is important that you plan your presentation in line with these requirements. For example, if you are required to talk for 10 minutes, you might like to present 10 PowerPoint slides and talk about each one for around a minute.

Create your presentation

Step 4 It is time to create your slides. Here are some tips to help you create a clear and visually engaging PowerPoint presentation:

- Present the content in clear, concise bullet-point form, *not* huge slabs of information in paragraph form. You do not need to put all your findings up on the screen.
- Only include visuals that relate to the content on that particular slide.
- Use a design that ensures your audience can clearly see and read the slides. Think about colours, font size and readability.

Step 5 Carefully plan what you are going to talk about during each slide, and then record this plan on cue cards that you can refer to throughout your presentation.

Step 6 Practise your presentation. You can do this on your own, or in front of a friend or family member.

Deliver your presentation

Step 7 Prior to class, check that everything is working as it should and that the screen you are projecting onto is ready and clearly visible to the audience. If you are using any videos, check that the speakers are working.

Step 8 Deliver your presentation by speaking clearly and making eye contact with your audience.

Step 9 Invite the audience to ask questions. If you do not know the answer, or you are unsure, do not just make something up on the spot. You are better off being honest and offering to answer the question at a later stage, once you have researched the answer.

Practise the skill

1 Plan, **create** and deliver a PowerPoint presentation on a geographical issue that you find interesting. Ensure that you include some interesting visual elements, such as photographs or graphs, as well as your key points.

Check your learning
Log onto your obook pro to complete the questions for topic 1.9.

Reflecting

Reflecting involves looking at what you have learnt, thinking about how it was learnt, and asking critical questions about the way your geographical inquiry was conducted. Reflecting is an essential skill, as it allows you to learn important lessons from any mistakes that you have made, and apply these lessons in your next geographical inquiry.

There are several ways to reflect on your work. One of the best methods to help you reflect is to complete a self-evaluation checklist (see Source 29). You will find a printable copy of this on your obook pro as well.

Responding

As well as reflecting on the ways in which you conducted your inquiry, you also need to respond to what you found out. You may even decide that you need to recommend some action based on what you found.

Geographers often use the information gathered and analysed in their inquiry for a specific purpose. This could be to report on an issue and educate people, to raise awareness of a potential problem, or to lobby local, state or federal government about a particular concern. This can be done in various ways – from presenting official reports or studies, to using social media and starting an online petition. The work you do as a geographer can contribute to your environment, and responding and acting is an important part of this work.

If the results of your investigation lead you to recommend a plan of action, be sure to evaluate your own work. Ask the tough questions that another person might ask when looking at your plan. For example:

- Is the plan of action environmentally sustainable? Does it impact in a negative way on the natural environment and natural processes?
- Does the plan bring more economic benefits than it costs? Is it affordable in both the short term and the long term?
- Does everyone affected by the plan benefit from its outcomes, or just a few people?

The title of my geographical inquiry is: _____

The geographical inquiry I set out to investigate: _____

GENERAL POINTS	My rating 1	2	3	4	5	Comments
I was able to complete all stages of my geographical inquiry.	☐	☐	☐	☐	☐	
I was able to answer all my key inquiry questions.	☐	☐	☐	☐	☐	
I was able to plan my inquiry effectively.	☐	☐	☐	☐	☐	
My maps, graphs, tables and diagrams were clear and accurate.	☐	☐	☐	☐	☐	
I was able to analyse my data and reach a conclusion.	☐	☐	☐	☐	☐	
I was able to communicate my findings in an interesting and appropriate way.	☐	☐	☐	☐	☐	

AREAS OF STRENGTH	Comments
My areas of strength are:	
I'm getting much better at:	

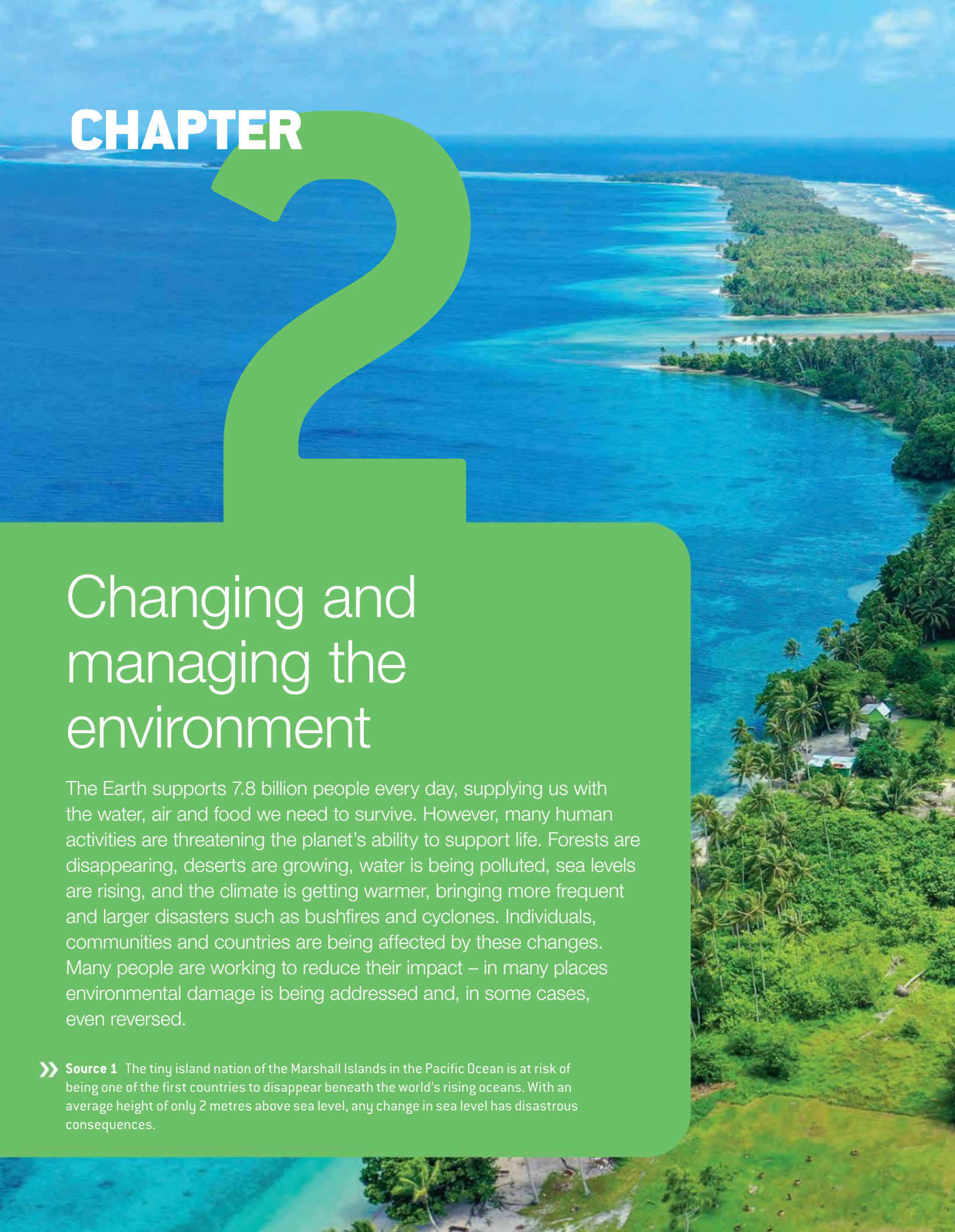
AREAS NEEDING IMPROVEMENT	Comments
The part I found most difficult was:	
I need the most help with:	

IMPORTANT ISSUES HIGHLIGHTED BY MY INQUIRY	Comments
The most important thing I learnt from my inquiry was:	
This issue is important to me because:	
This issue is important to my community/country/world because:	

Source 29 A self-evaluation checklist is a very useful way of reflecting on the findings of your geographical inquiry.

Document
Self-evaluation checklist

Source 30 Remember to evaluate any strategy you recommend by weighing up its strengths and weaknesses.



CHAPTER 2

Changing and managing the environment

The Earth supports 7.8 billion people every day, supplying us with the water, air and food we need to survive. However, many human activities are threatening the planet's ability to support life. Forests are disappearing, deserts are growing, water is being polluted, sea levels are rising, and the climate is getting warmer, bringing more frequent and larger disasters such as bushfires and cyclones. Individuals, communities and countries are being affected by these changes. Many people are working to reduce their impact – in many places environmental damage is being addressed and, in some cases, even reversed.

Source 1 The tiny island nation of the Marshall Islands in the Pacific Ocean is at risk of being one of the first countries to disappear beneath the world's rising oceans. With an average height of only 2 metres above sea level, any change in sea level has disastrous consequences.

Environmental change and management

2A
What is environmental change?

2B
What factors influence environmental change?

2C
How are we responding to environmental changes?

2.1 Understanding environmental change

In this topic, you will:

» outline the causes and impacts of changes to the land, atmosphere and water.

We live in a changed world. Today, less than a quarter of the Earth's land surface can still be considered wild. The rest has been transformed in a variety of ways by human activities, including:

- removing natural tree cover to use the land for farming and cities
- damming and diverting rivers to produce electricity and more reliable sources of water
- digging for minerals and energy sources beneath the surface
- polluting the land, air and water with waste materials.

These changes have had dire consequences for many **ecosystems** and species of plants and animals that we share the planet with. Tens of thousands of species are becoming extinct each year – largely as a result of the loss of natural habitat, but also due to **pollution** and the changes brought about by **climate change**. There are three main categories of environmental change: changes to the land, changes to the atmosphere and changes to water.

ecosystem
a complex community made up of living organisms that interact with each other and with their environment; an abbreviation of 'ecological system'

pollution
any substance released into the environment that causes damage

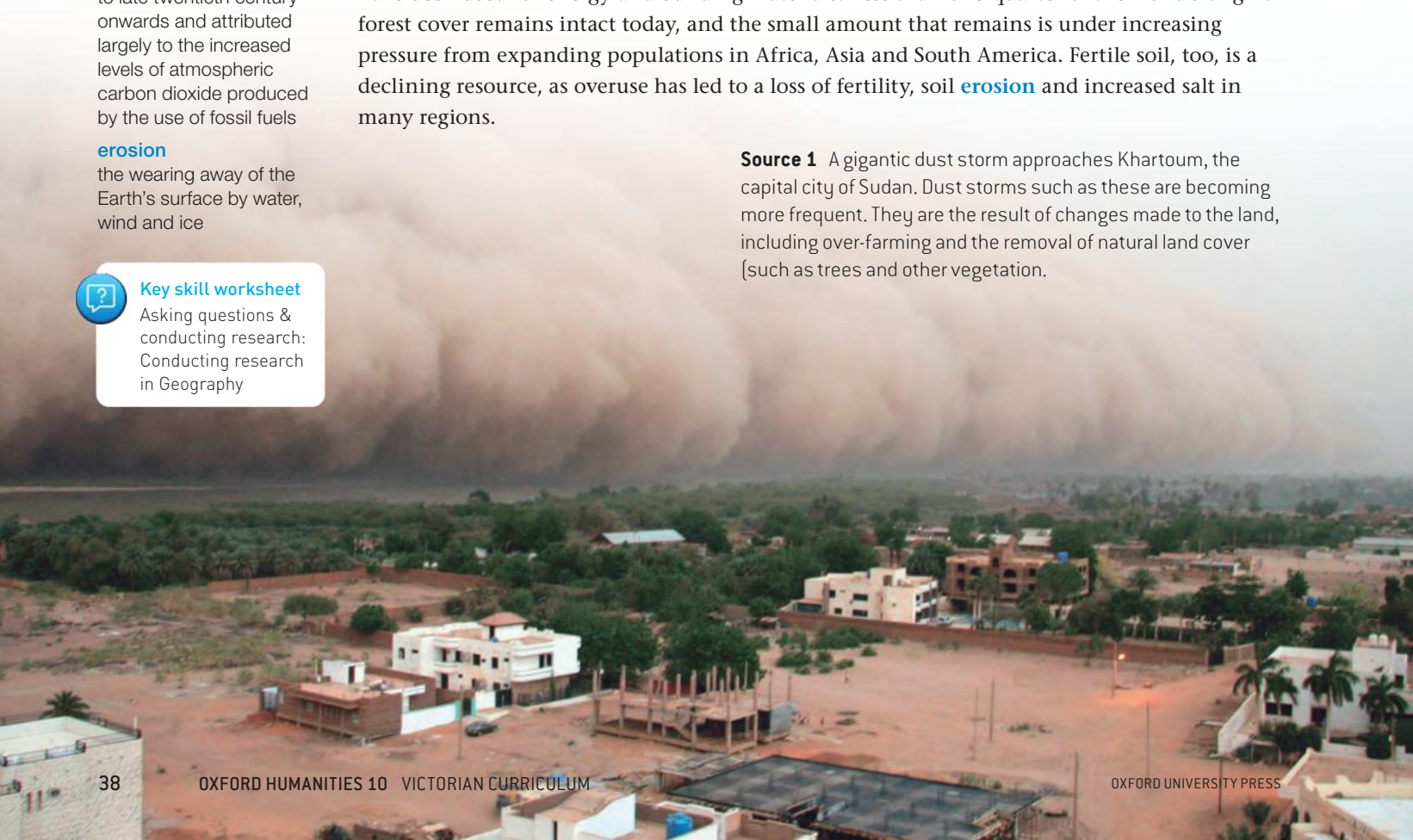
climate change
a change in global or regional climate patterns; in particular, a change apparent from the mid to late twentieth century onwards and attributed largely to the increased levels of atmospheric carbon dioxide produced by the use of fossil fuels

erosion
the wearing away of the Earth's surface by water, wind and ice

Changes to the land

As the human population has increased over the past two centuries, cities, towns and farms have spread rapidly across the Earth's surface. This process has greatly altered the soils and plants. Perhaps the greatest changes have been to the world's forests. Vast areas have been cleared to make way for farms and cities, and the forests' resources (such as wood from trees) have been used for energy and building materials. Less than one-quarter of the world's original forest cover remains intact today, and the small amount that remains is under increasing pressure from expanding populations in Africa, Asia and South America. Fertile soil, too, is a declining resource, as overuse has led to a loss of fertility, soil **erosion** and increased salt in many regions.

Key skill worksheet
Asking questions & conducting research: Conducting research in Geography



Source 1 A gigantic dust storm approaches Khartoum, the capital city of Sudan. Dust storms such as these are becoming more frequent. They are the result of changes made to the land, including over-farming and the removal of natural land cover (such as trees and other vegetation.

Changes to the atmosphere

The Earth is surrounded by a combination of different gases known as the **atmosphere**. These gases provide many of the requirements for life on Earth as we know it, including oxygen and fresh water. The atmosphere also protects the Earth (and everything on it) from the freezing cold conditions and dangerous ultraviolet rays of space. Despite the importance of the atmosphere to sustaining life on Earth, it has been used as a dumping ground for many gases and chemicals produced by human activities. The burning of **fossil fuels** – such as coal for transport, electricity generation and industry – has changed the natural levels of certain gases in the atmosphere. In addition to this, many airborne chemicals have been released through the production of goods and services that we use every day, such as steel and oil. In some cases, the chemicals released into the atmosphere have brought about a partial breakdown in the layer of gases – known as the **ozone layer** – that shields us from ultraviolet light. They are also responsible for an increase in the acidity of rain, and a warming of the atmosphere leading to global changes in our climate.

atmosphere
all of the gases that surround the Earth

fossil fuel
a fuel made from the decomposed (fossilised) remains of plants and animals that lived millions of years ago (e.g. coal, oil, gas)

ozone layer
a layer of gases, with a large proportion of ozone, high in the atmosphere that protects the Earth from harmful amounts of the sun's rays

Changes to water

Fresh water is vital to the survival of all life on Earth. Water is used by humans in countless ways. We use it for drinking, washing, transport, firefighting, producing electricity, mining, fishing and recreation, as well as a host of other things. Above all, however, we rely on fresh water for producing the food we eat. About 70 per cent of the total water taken from rivers, streams and underground water sources is used to irrigate (water) crops and provide water for farm animals. The diversion and damming of rivers to provide a reliable supply of water for farmers and for city-dwellers causes water shortages in other places around the world.

Changes made by humans to the natural water supply are having serious impacts on the natural environment. Some freshwater supplies are now becoming so polluted that they are undrinkable, leading to problems for the animals, birds, fish and plants that also rely on the water to survive.

Source 2 The Glen Canyon Dam in the Arizona Desert, United States, provides water and electricity to the nearby town of Page. Around the world, human changes to water supplies are having serious impacts on the natural environment.

2.1 CHECK YOUR LEARNING

Review and understand

1 **Outline** how human activities have impacted on the land.

2 **Explain** why human changes to the environment have increased over the past 200 years.

Apply and analyse

3 **Examine** the image of the Glen Canyon Dam in Source 2. List all of the human impacts on this environment that you can see.

4 Sources 1 and 2 show the effects of environmental changes in desert areas. What factors do you think make these areas particularly vulnerable to the effects of human activities? **Justify** (give reasons for) your answer.

Evaluate and create

5 **List** all of the environmental changes mentioned on these pages.

- a **Rank** them from the one you know the most about to the one you know the least about.
- b For the three at the bottom of your list (which you know least about), **create** one inquiry question you would like answered before you have finished this unit.
- c Share your three questions with the class.

6 Advances in technology and engineering have enabled larger communities to live in desert areas. **Discuss** the arguments for and against this development, and give your opinion.

2.2 Degrading the land

In this topic, you will:

- identify the ways in which humans cause land degradation
- examine the impact of desertification
- examine maps that show measures of environmental change using spatial technology.

land degradation
the loss of productivity and the decline in the fertility of land-based environments as a result of human activities

rainforest
a dense forest area found in tropical regions, with warm temperatures and heavy rainfall

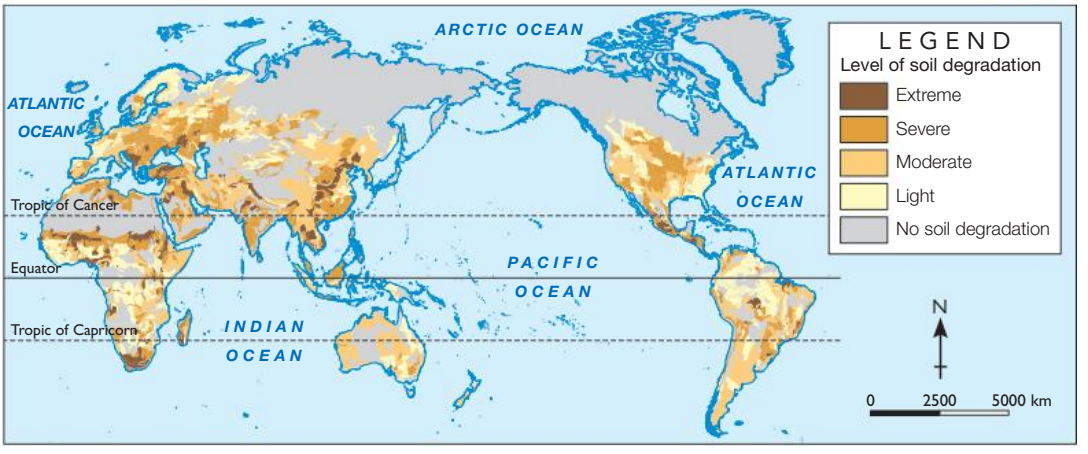
salinity
a measure of the amount of salt present in the soil

The loss of productivity and the decline in the fertility of land-based environments as a result of human activities is referred to as **land degradation**. Land degradation currently affects about one-quarter of the world's total land area and about 38 per cent of the world's farmed areas. Up to 3 billion people, including many Australians, are directly affected by land degradation. It is also contributing to climate change – as cleared, degraded land stores much less carbon than natural land cover, such as **rainforest**. The three main types of land degradation are soil degradation, soil erosion and ecosystem decline.

Soil degradation

Soil degradation refers to the loss of fertility of soil, often due to a chemical change. Soil can degrade in a few ways: by becoming compacted by large machinery and hard-hooved animals, by becoming acidic due to a build-up of fertiliser, or from a loss of soil nutrients caused by farming the land too intensively. Soil degradation is a global problem that affects every permanently inhabited continent (see Source 3). One of the greatest problems for Australia is the build-up of salt – called **salinity** – in the topsoil.

WORLD: SOIL DEGRADATION



Source 3 Source: Oxford University Press

Soil erosion

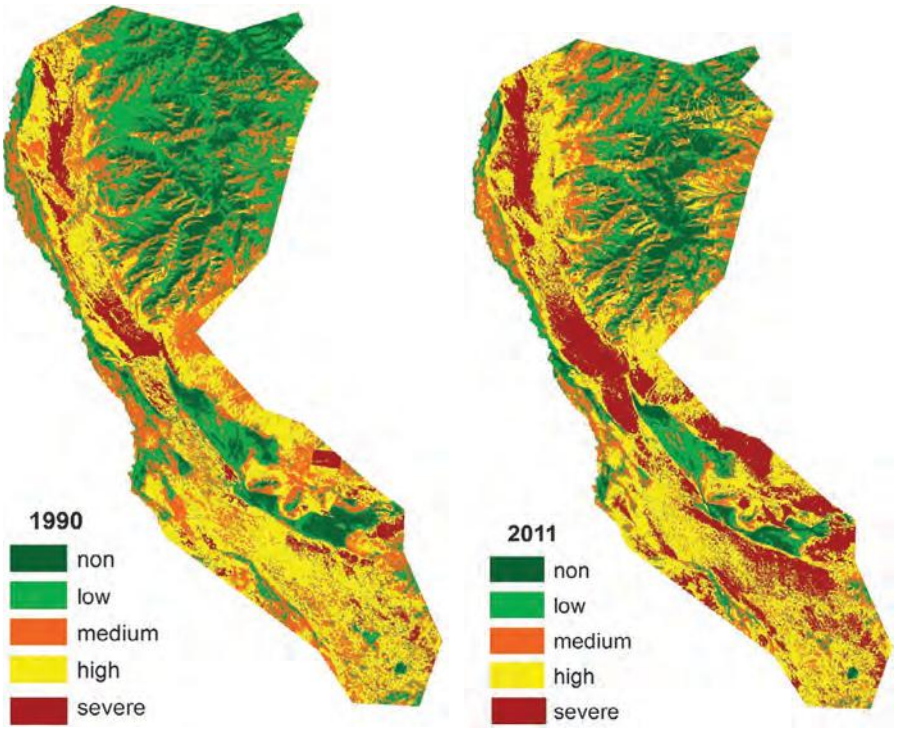
Soil erosion is when soil is gradually worn away by natural phenomena such as rivers, rain, waves, glaciers and the wind. Human activities – particularly clearing trees for farming – accelerate erosion in many places. Cleared land is more vulnerable to wind erosion, gully erosion (water scouring away the land) and sheet erosion (the loss of topsoil over a large area). Source 4 shows the impact on soil of introduced animals, such as goats.

Source 4 This landscape in Tanzania has become heavily eroded due to overgrazing by goats, which has exposed the fragile soils to heavy rain.

Ecosystem decline

As well as soils, the natural ecosystems of an area, such as forests and streams, can become degraded. This may be through a loss of vegetation, the invasion of alien plant and animal pests, or a decline in the quality of streams and rivers. When coupled with a decline in soil quality, a degradation of ecosystems can lead to **desertification** – particularly in areas close to existing deserts.

Source 5 shows an area of Mongolia that is becoming desertified due to changes in rainfall patterns and farming practices. These images were obtained from remote sensors on satellites that measure the health of vegetation. Remote sensing is an important spatial technology used by geographers to assess change.



Source 5 These remote sensing images of Hogno Khaan Nature Reserve, Mongolia, in 1990 and 2011 show the areas of desertification, ranging from dark green 'non' areas, where no desertification has occurred, through to the red areas of severe desertification.

desertification
the transformation of fertile land into relatively dry desert

2.2 CHECK YOUR LEARNING

Review and understand

1 In your own words, **define** 'land degradation'.

2 **Explain** why land degradation is a concern for many people around the world.

Apply and analyse

3 **Examine** Source 3.

- a **Identify** the regions of the world that experience extreme soil degradation.
- b Use the SHEEPT model (see page 23 of 'The geography toolkit') to **explain** why these areas experience extreme soil degradation.
- c Use the PQE method (see page 24 of 'The geography toolkit') to **describe** the distribution of the levels of soil degradation in Australia.
- d **Compare** this with the levels of soil degradation in Tanzania and Mongolia.
- e What do you notice about the level of soil degradation in areas next to existing deserts?

Evaluate and create

4 In small groups, **discuss** some steps that could be taken to restore the land in Source 4. Use these steps to develop and present an action plan. This could include an annotated copy or field sketch of Source 4. You can find a larger version of Source 4 on your obook pro.

5 Trace an outline map of the area shown in Source 5 by following these steps:

- a Shade in brown the area suffering from severe or high desertification in 1990.
- b Shade in red the area suffering from severe or high desertification in 2011.
- c Add these to a legend and finish your map with BOLTSS.
- d Using your completed map, **describe** the trend of desertification in this region.

6 Satellite images are another spatial technology. You can access these on Google Earth. Search for 'Elsen Tasarkhai (Sand Dune Mini Gobi), Mongolia' to locate the same region as the remote sensing images in Source 5. **Describe** this landscape as it can be seen in the satellite images.

2.3 Degrading the atmosphere

In this topic, you will:

» identify the ways in which humans cause atmospheric degradation.

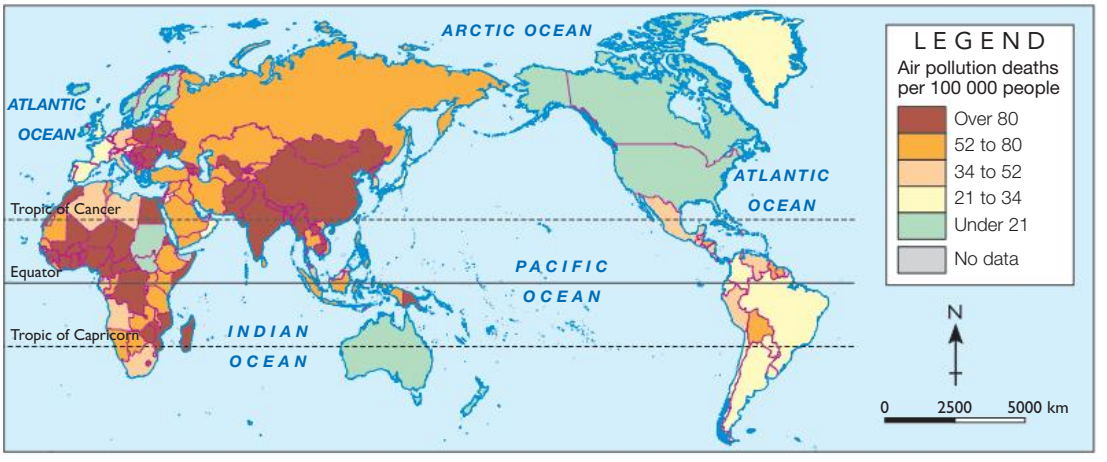
The layer of gases that surrounds the Earth – known as the atmosphere – is being degraded in many ways. Pollutants such as carbon dioxide, nitrogen and sulphur released into the atmosphere from factories, power stations and transport are disturbing its natural balance of gases. This change in the composition of the atmosphere, together with a reduction in forest cover, is responsible for an increase in global temperatures and changes in our climate.

Air pollution

Air pollution is one of the world's worst environmental health risks. It leads to increased rates of asthma, lung disease and heart disease. It is estimated that more than 4.1 million people around the world die each year from outdoor air pollution (see Source 6). This is largely the result of breathing air with high concentrations of fine particles from traffic exhaust, factory and power plant emissions, and fires. Another 2.6 million deaths each year are the result of indoor air pollution. These are mainly due to fuels such as coal and dried animal waste that are burned indoors for heating and cooking (mainly in developing countries).

As tougher laws and restrictions governing emissions from factories and vehicles are introduced in countries across the developed world, outdoor air quality is slowly improving. However, in many countries across the developing world, air quality is actually becoming worse. This is particularly true of some countries in Asia and Africa, where the number of deaths each year from air pollution is increasing. This is due mainly to the rapid growth and expansion of cities. As cities grow, the demand for cheap energy increases. Currently, the cheapest and most reliable source of energy in these countries comes from burning fossil fuels, such as coal and oil. Measurements of air quality show that 98 per cent of cities in the developing world have rates of air pollution that exceed safe guidelines.

WORLD: ANNUAL DEATHS CAUSED BY OUTDOOR AIR POLLUTION, 2019

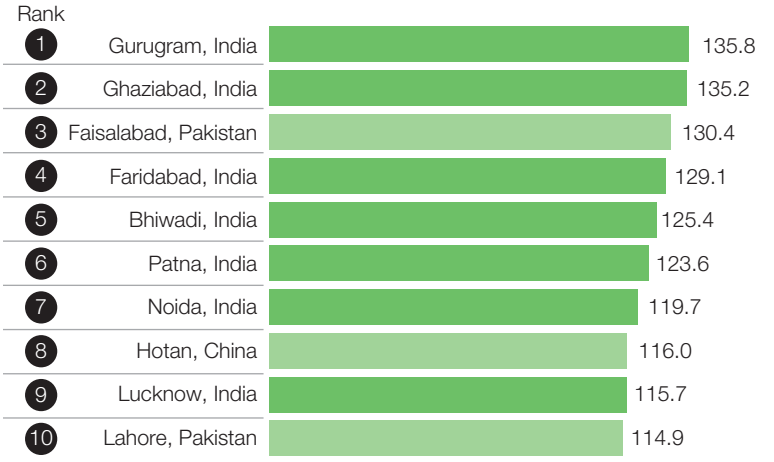


Source 6 Source: Oxford University Press

India – an air pollution hotspot

India has some of the highest levels of air pollution on the planet. A report published by the World Health Organization (WHO) found that 23 of the world's 30 most polluted cities were in India. It is estimated that almost a million Indians die prematurely from the effects of air pollution each year.

Much of this pollution comes from a rapid increase in the number of vehicles clogging India's congested roads. In addition to this, there has been a rapid growth in industry across the country. More and more, these factories demand cheap energy, and much of this energy comes from coal-fired power plants. In fact, around 70 per cent of India's electricity is generated from burning coal, much of which is imported from overseas. Australia exports about 50 million tonnes of coal to India each year – a figure that is expected to grow in the future as the population grows and demand increases still further.



Source 7 The world's 10 most polluted cities – seven of which are in India (shaded in darker green) – as measured by their pollution scores.
Source: Greenpeace/AirVisual

A good news story – the recovering ozone layer

Around 10 kilometres above the surface of the Earth sits a concentration of ozone – molecules that contain three atoms of oxygen. This region of the atmosphere is known as the ozone layer. The ozone layer shields the Earth and its inhabitants from much of the sun's ultraviolet radiation. Exposure to this radiation is linked to increased rates of cancer (especially skin cancer), as well as lower productivity of plants.

The number of ozone molecules in the ozone layer is constantly changing, but in the 1970s scientists recorded a steady decline of ozone (particularly in an area above Antarctica). Known as the 'ozone hole', this reduction of molecules was linked to the release of chemicals into the atmosphere from aerosol cans and refrigerators. In 1987, an international agreement – the Montreal Protocol – banned the use of these chemicals in an attempt to stop the ozone hole from increasing in size.

In recent years, there have been signs that the ozone layer is beginning to recover. It is now expected that it will return to 1980 levels by 2070. The Secretary-General of the United Nations referred to the Montreal Protocol as 'perhaps the single most successful international agreement to date'.

Weblink
Real-time Air Quality Map

2.3 CHECK YOUR LEARNING

Review and understand

1 In your own words, **define** 'ozone layer'.

2 **Explain** why the air quality is so poor in India.

Apply and analyse

3 Use the geographical concept of interconnection to **describe** Australia's role in air pollution in India.

4 Air pollution has been described as a 'transnational' problem, meaning that it crosses international borders. **Explain** why this makes it a difficult problem to solve.

5 **Examine** Source 6.

a **Identify** the regions that have the highest death rates due to air pollution.

b In which regions do you predict the rates to grow? **Justify** (give reasons for) your answer.

Evaluate and create

6 Access the real-time air quality map through your obook pro. This shows the current pollutant levels for hundreds of cities around the world.

a Scroll down for the legend. **Describe** the distribution of the cities that have levels currently greater than 150 AQI (air quality index).

b **Outline** the precautions suggested for people who live in these cities.

c **Describe** the AQI in Australian cities.

2.4 Degrading water

In this topic, you will:

- identify the ways in which humans cause water degradation
- describe and analyse access to safe water on a global scale
- examine the level of water pollution in Chad.

Inland waters such as rivers, lakes and wetlands are some of the world's most degraded environments. Human activities have reduced the quality and quantity of clean fresh water in many of these places. Extracting water from rivers to use in homes, factories and farms – and damming rivers for water supply, flood control and hydroelectricity – have all affected the health of inland waters. Pollution from farms and industry sources entering these waters has also caused damage.

People extract large amounts of fresh water from various natural sources. The highest demand for fresh water is for **irrigating** farms to grow food. In Australia, for example, 70 per cent of the water extracted from rivers and **aquifers** is used in farming. As the world's population and its demand for food and water grow, many of the world's water resources are becoming degraded by having too much water extracted. This has led to shrinking lakes in some regions and increased salinity in the water in others.

irrigating
watering otherwise dry land by artificial means (e.g. pipes, ditches, sprinkler systems) to help with the growing of crops

aquifer
an underground water supply consisting of a layer of rock or other permeable materials that hold water

ecosystem services
a term used to describe a range of important resources, processes and benefits that healthy ecosystems provide to humans

landfill
a method used to dispose of rubbish by burying it; also used to describe the place where rubbish is buried

Damming the rivers

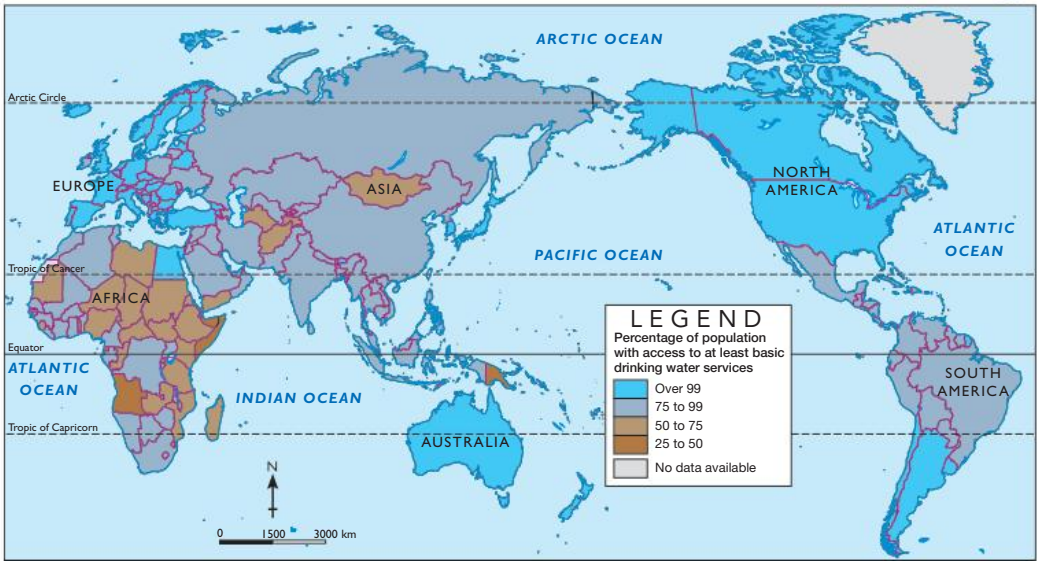
Of the world's 292 large river systems, two-thirds have been changed by dams and reservoirs. Dams disrupt the flow of water – flooding some areas and stopping water reaching others. Damming also disrupts **ecosystem services**, such as the provision of fresh water, fertile soil and food production. The natural interaction between rivers and coastal ecosystems is degraded, as fewer nutrients and less water and sediment reach the river mouth and sea.

Pollutants in our water

Water pollution is the contamination of our rivers, lakes, wetlands, estuaries, seas and oceans. This pollution can be the result of human activities on or near the water – such as shipping, fishing and oil drilling – or human activities conducted on land, a long way from the waterways. Land activities such as the use of fertilisers and pesticides in farming, littering, clearing land, creating tips and **landfill**, processing sewage and industrial activities can all cause pollution of the waterways. In many places, people take their water from untreated sources such as rivers and lakes, where there may be dangerous levels of pollutants. This water is used for domestic purposes such as drinking, cooking and cleaning.

Key skill worksheet
Identifying patterns & relationships: Describing, explaining & comparing data on maps

WORLD: ACCESS TO SAFE DRINKING WATER



Source 8
Source: Oxford University Press

CASE STUDY

Water pollution in Chad

Chad is a landlocked country of 16 million people in north Central Africa. The northern half of the country is part of the Sahara Desert, making water a scarce, precious resource. Less than half of Chad's population has access to a safe drinking source, with most people collecting water from rivers, lakes and wells. About 7 in every 10 people in Chad do not use a toilet, and instead practise open (outdoor) defecation. This pollutes the water supply, leading to diseases such as diarrhoea and malnutrition. The United Nations agency UNICEF is working to provide sanitation facilities, such as pit toilets, and to educate people about the importance of washing their hands after using the toilet. At present, only 1 in 17 children use soap and water to clean their hands.

Source 9 Local boys draw water from their well in the desert, northern Chad.

2.4 CHECK YOUR LEARNING

Review and understand

1 **List** the human activities that contribute to water degradation.

2 **Summarise** the circumstances that have led to water degradation in Chad.

Apply and analyse

3 **Examine** Source 8. Use the PQE method (see page 24 of 'The geography toolkit') to **describe** the distribution of countries where less than 50 per cent of the population have access to safe drinking water.

4 Use the SHEEPT method (see page 23 of 'The geography toolkit') to **classify** the factors responsible for the degradation of freshwater resources around the world.

5 **Compare** Source 8 with the map of air pollution (Source 6) on page 42.

   a Does there appear to be a strong, medium, weak or no association between these two maps?

   b **Explain** why you think this is the case.

Evaluate and create

6 An additional case study on water pollution in Hanoi is available on your obook pro. Read the case study and answer the following questions:

   a **Compare** water pollution in Hanoi with water pollution in Chad. What are some of the similarities and differences?

   b What do you think are some of the barriers to improving water quality in these places?

Case study
Water pollution in Hanoi

2A RICH TASK

Quizlet
Revise the key terms you have learnt so far.

Return to Eden

The region at the confluence of the Tigris and Euphrates Rivers in Iraq (that is, where the rivers meet) once supported one of the world's great wetlands: the Mesopotamian Marshes.

Between the 1970s and 2002, however, the area of the wetlands shrunk by more than 90 per cent, and the only major marshes that survived were the Al Hawizeh Marshes, sitting on the border between Iraq and Iran. The shrinkage was a result of new irrigation dams that drew water from the rivers upstream to support agriculture. Much of the wetlands became dry and the ecosystems collapsed. The numbers of migratory birds declined dramatically, and the local people were forced to move to the cities.

Since 2003 many of the drainage structures have been dismantled and the marshes allowed to reflood. By the end of 2006, more than half of the region had been reflooded and much of the original vegetation had recovered. Farmers are also returning to the area.

Source 10 The Mesopotamian Marshes provide habitat for a variety of wildlife, including the common kingfisher.

Practise the skill

1. **Construct** an overlay map of the Mesopotamian Marshes using the satellite images in Source 11.
2. **Describe** the changes to the rivers and marshes of this region from 2000 to 2010, as shown in your overlay map.
3. **Describe** the scale of this series of environmental changes. Is this change at the local, regional, national, international or global scale? Explain why.

KEY SKILL
Collecting & representing data

Constructing overlay maps from satellite images

An overlay map is a type of map that uses information on a piece of transparent paper or plastic (known as an overlay) placed over a base map. Overlay maps allow geographers to show a place at two different times, so that they can instantly identify changes. To construct an overlay map from two satellite images, follow these steps:

Step 1 Construct a base map of the region, tracing the earlier satellite image. Add key natural and human features, such as rivers, canals, towns and lakes.

Step 2 Add labels to rivers and towns. Add BOLTSS, and the date of the image.

Step 3 On a plastic sheet or piece of tracing paper, construct a map of the same region from a later satellite image. Ensure that the two satellite images show the same region at the same scale. This map will sit on top of your base map, so line up features such as rivers that have stayed the same.

Step 4 Place the overlay map on top of the base map and use a piece of tape like a hinge along the top to stick them together.

Step 5 Add a title to the overlay map that does not cover the base map title.

For more information on this key skill, refer to page 26 of 'The geography toolkit'.

Extend your understanding

1 The decline of the Mesopotamian Marshes is an example of the pressure faced by many of the world's freshwater resources, but their rebirth is a beacon of hope, as it shows that areas can be restored.

Select one of these other examples of water resources under pressure: Aral Sea, tributaries of the Dead Sea, Kara-Bogaz-Gol lagoon, Everglades wetlands, Lake Chad, Lake Balkash, Lake Chapala, Lake Nakuru or the Coorong. Work in groups to complete the following tasks.

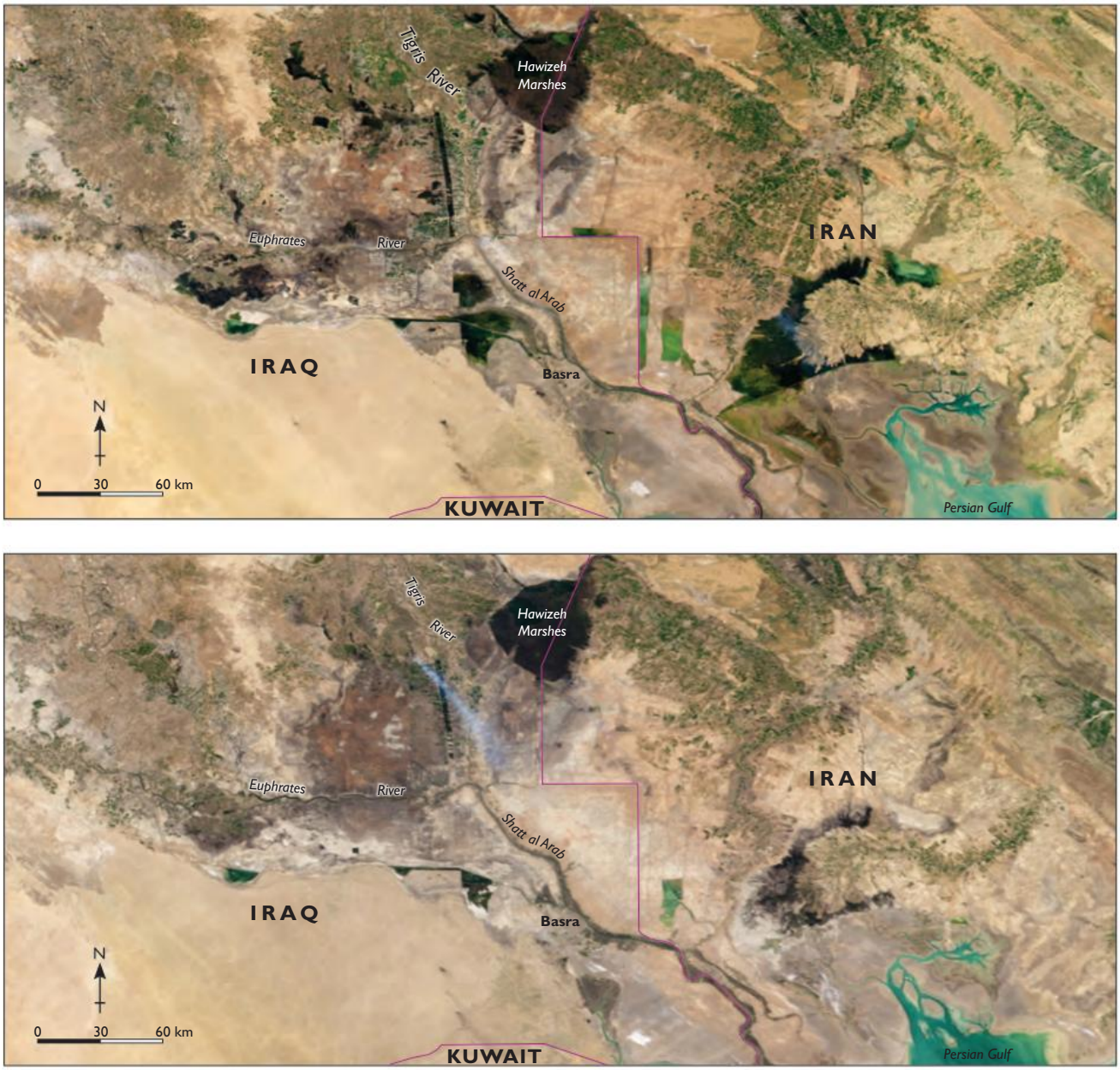
a **Research** the changes that have occurred over time.

b **Identify** and describe the causes of these changes.

c **Describe** any attempts that have been made to restore the natural environment and comment on their effectiveness.

d Present your findings as an annotated visual display (AVD). Use images such as satellite images, maps and aerial photographs in your display.

e **Compare** your example to those researched by other groups in your class. What are the similarities between them? What is unique about the one you researched?



Source 11 Satellite images of the Mesopotamian Marshes from 2000 (top) and 2010 (bottom); the green areas show the extent of the marshes.

2.5 Ecosystem services

In this topic, you will:

- define the four S's of ecosystem services
- evaluate the importance of these services in sustaining biodiversity.

sources
natural products that can be used or converted by humans for use

sinks
processes that take place in the natural environment that absorb waste

services
processes that take place in the environment that support life

spirituality
a sense of wellbeing and spiritual connection offered by the environment

Planet Earth provides organisms such as plants and animals with everything they need to survive: food, light, water and air. Humans, of course, are one of these organisms, and our survival on Earth is largely due to the services provided by the natural environment around us (see Source 1).

The way in which we think about our environment has changed dramatically over the past few decades. Once seen as a bottomless pit of resources providing everything we need, it is now viewed as a fragile system becoming degraded by human actions.

The four S's of ecosystem services

Ecosystem services can be classified according to the products they provide and the functions they perform. There are four main classifications: **sources**, **sinks**, **services** and **spirituality**.

Sources

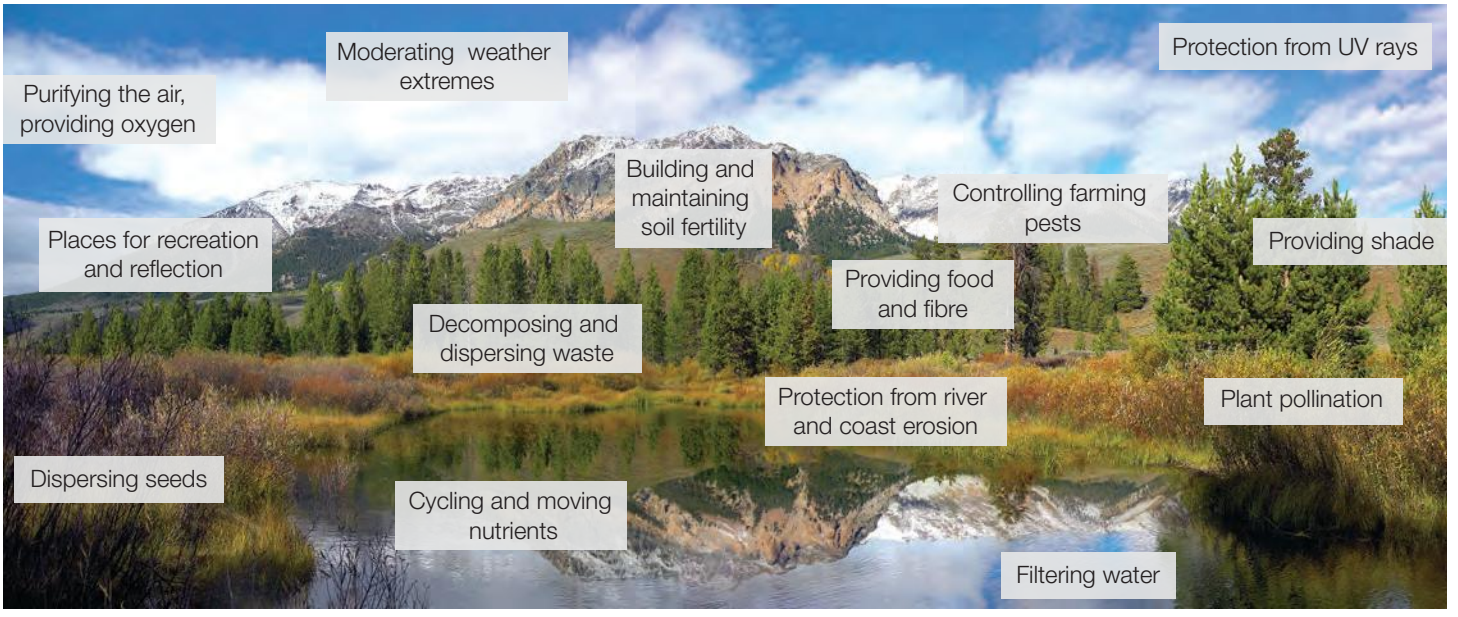
Sources (also called provisioning services) are those natural products that can be used or converted by humans for our use. These include mineral deposits, such as the coal that we turn into fuel; iron ore that we use in manufacturing; timber from natural forests; and food sources – from plant crops to deep sea fish.

Sinks

Sinks (also called regulating services) are those processes in the natural environment that absorb our waste. For example, micro-organisms in oceans break down oil spills and, in a similar way, bacteria in the soil break down human waste.

Services

Services (also called supporting services) are processes taking place in the natural environment that support life, but do not produce consumable resources. For example, wetlands filter water and slow floodwaters; while forests absorb carbon dioxide and produce oxygen.



Source 1 Some of the ecosystem services provided by the environment

Spirituality

Spirituality (also called cultural services) refers to the personal relationships that human beings have with the environment. For some, this is a deep connection to the land formed over many generations (such as the connection that Aboriginal and Torres Strait Islander peoples have with their ancestral lands). For others, it is the experience of spending time in the natural environment and the sense of wellbeing that this brings. For example, people taking part in activities such as surfing and bushwalking often feel a deep connection with the environment.

Healthy ecosystems

Complex ecosystems have developed over millions of years, where the health of the ecosystem as a whole is connected strongly to the health of every organism within it. If one organism – such as a particular species of plant or animal – dies out, other organisms are impacted.

As humans have increased their use of ecosystem services across the planet, they have caused great change to ecosystems. Desertification, soil erosion, and air and water pollution are all examples of human impacts on ecosystems, and are just some of the forces that have led to great changes in the natural world. In many places around the Earth, ecosystems have been changed to such an extent that the ecosystem services on which we rely are threatened.

In Australia, our ecosystems are some of the most threatened, with many in danger of collapse.

Quiz me!
A quick quiz on ecosystem services

2.5 CHECK YOUR LEARNING

Review and understand

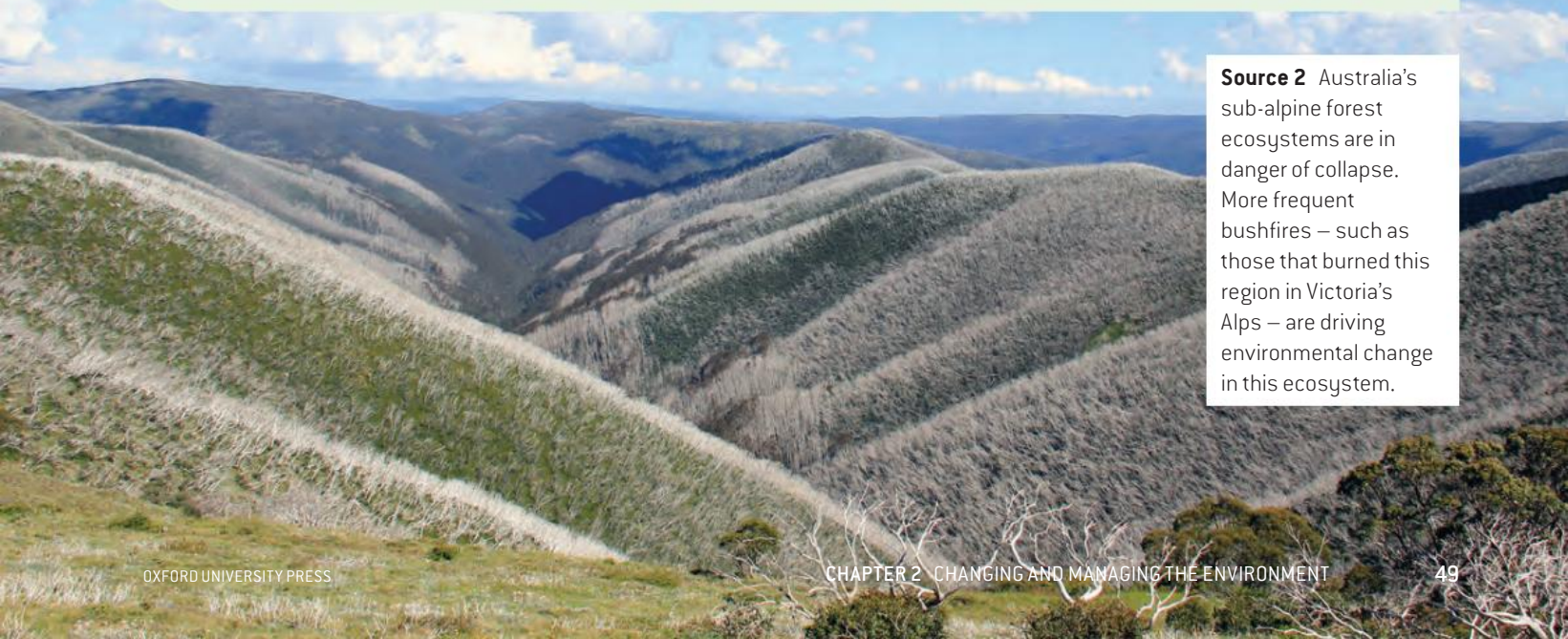
1. **Identify** the four types of ecosystem services and write a definition for each in your own words.
2. **Identify** two examples of human impacts on ecosystem services.

Apply and analyse

3. a **Classify** each of the ecosystem services shown in Source 1 as source, sink, service or spirituality.
   b Provide one more example of each.
4. **Examine** the image of the Australian Alps in Source 2.
   a Give examples of three ecosystem services of this environment.
   b How might each of the functions you listed in question 4a be impacted if another bushfire burns this area?

Evaluate and create

5. Which of the ecosystem services shown in Source 1 do you consider to be the most valuable to humans? **Justify** (give reasons for) your choice.
6. Which ecosystem service do you think is most threatened by human activities? **Predict** what would change if this service could no longer be provided by the environment.



Source 2 Australia's sub-alpine forest ecosystems are in danger of collapse. More frequent bushfires – such as those that burned this region in Victoria's Alps – are driving environmental change in this ecosystem.

2.6 Australia's collapsing ecosystems

In this topic, you will:

» identify human-induced environmental changes

» evaluate the challenges they pose for the sustainability of ecosystem services.

Map it!
Global climate change pressures

In a 2021 study, scientists identified 17 of Australia's ecosystems that have collapsed or are in the process of collapsing. An ecosystem collapses when:

- it loses its key features
- it shrinks in size
- it loses its plant and animal species, and
- it loses vital services and functions.

Global impacts

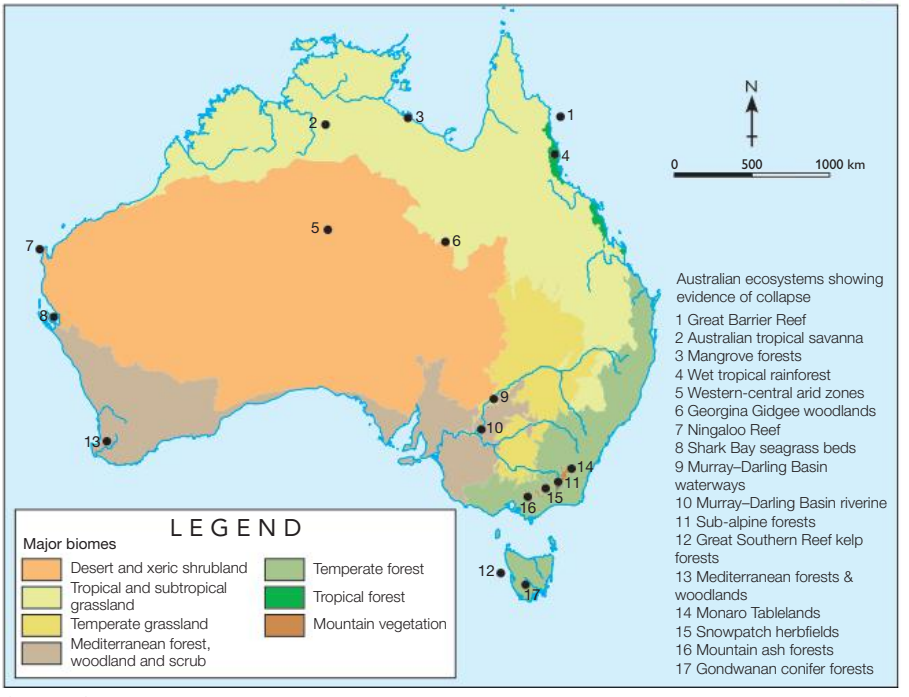
In Australia, these ecosystem collapses are largely the result of global climate change. Climate change is causing changes in rainfall patterns and quantities, increased temperatures and rising sea levels. As a result, there are more frequent and larger weather-related disasters, such as heatwaves, floods, storms and bushfires. For example, in the summer of 2019–20, every single state and territory in Australia experienced widespread bushfires.

Local impacts

Australia's ecosystems are also facing regional and local impacts. The drivers of ecosystem change in Australia are either 'presses' or 'pulses'. Presses are long-term, large-scale changes such as those relating to temperature or salinity, whereas pulses are short-term regional events such as flood or fire. Pressures from human activities – such as farming, water extraction and pollution – have also degraded our ecosystems.

Australia's natural environment is among the most degraded in the world. In the past 200 years, 34 native mammals have gone extinct. This is the same as the total number of extinct mammals in the rest of the world combined, over the same period.

AUSTRALIAN ECOSYSTEMS SHOWING EVIDENCE OF COLLAPSE

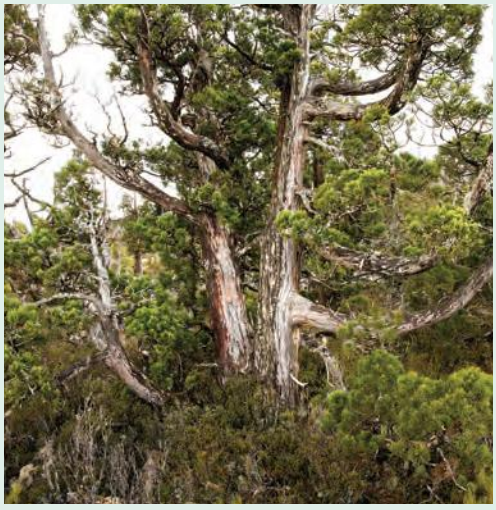


Source 3 Source: Oxford University Press

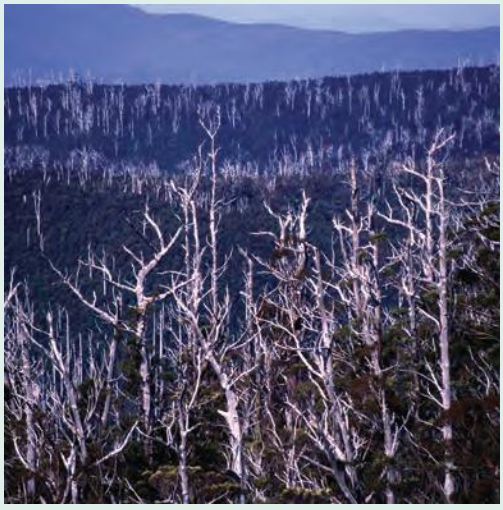
CASE STUDY

Tasmania's Gondwanan conifer forests

Of our 17 collapsing ecosystems, seven of them are forests. One is Tasmania's Gondwanan conifer forests, which contain ancient tree species that have remained unchanged for millions of years. These forests of pencil pines and King Billy pines support ancient invertebrate animals that exist nowhere else. The forests cannot, however, survive fire, and are therefore limited to fire-free areas. Changing rainfall patterns and higher temperatures have resulted in more fires. In the past 200 years, around 30 per cent of the forests' range has been lost. The insects, birds and animals that have evolved to live in these ancient forests are now endangered by the loss of habitat and the collapse of their ecosystem.



Source 4 Tasmania's pencil pines evolved before flowering plants appeared on Earth, and exist nowhere else.



Source 5 Pencil pines cannot survive fire. This forest in Tasmania's World Heritage area was burned in a large bushfire in 2016.

See, think, wonder

Look at Sources 4 and 5.

- What do you see?
- What do you think?
- What do they make you wonder?

2.6 CHECK YOUR LEARNING

Review and understand

1 **Outline** how scientists define an ecosystem collapse.

2 a **Explain** the differences between a press and a pulse.

b Is a bushfire – such as the one that burned the forest in Source 5 – a press or a pulse? **Explain** your answer.

Apply and analyse

3 **Describe** some of the ecosystem services (see page 48) that are lost when a healthy ecosystem – such as the one in Source 4 – collapses.

Evaluate and create

4 **To what extent** should we be concerned about the collapse of Australia's ecosystems? A lot (strongly), a little bit (somewhat) or not at all? Write a paragraph to explain your position.

5 Select one of the 16 other ecosystems from Source 3. **Research** the presses and pulses impacting this ecosystem, and present your findings as a written report that includes a map and several properly acknowledged images.

6 Select one environmental change: water and atmospheric pollution, loss of biodiversity, or degradation of land, inland and coastal aquatic environments. **Evaluate** the challenges this change creates for the sustainability of ecosystem services.

2.7 Ecosystem decline: invasive species

In this topic, you will:

» identify the way in which humans have caused environmental change.

'Invasive species' is a term used by geographers and scientists to describe groups of organisms (for example, plants, animals, insects, bacteria or fungi) found in an area to which they are not native. In many cases, invasive species upset the biological diversity of areas they spread to, and can have other negative effects.

Many ecosystems around the world are threatened by invasive species. Sometimes, invasive species are brought to a new place deliberately. For example, goats and rabbits were brought to Australia on the First Fleet to provide a source of food for European colonists. Other species may be brought to a new place accidentally. For example, rats often hide aboard ships that are going to new places. Other marine pests have been brought to Australian seas unintentionally in ballast water, which is used to stabilise container ships.

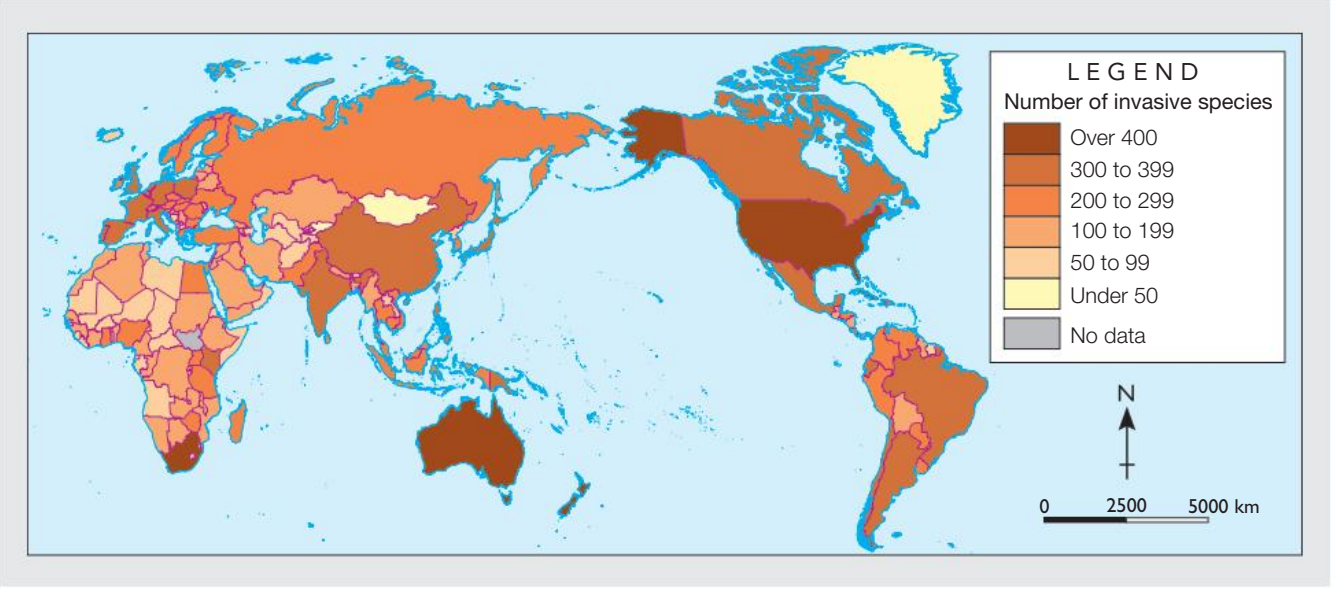
However they move from one place to another, invasive species have the potential to degrade the land and disrupt the natural balance of the ecosystem. They often compete with native species for food, land or water, leading to a loss of **biodiversity**. Source 6 shows the numbers of invasive species in countries around the world. The map also shows the location of some of the world's most successful invasive organisms: the castor oil plant, chytrid frog fungus, domestic cat, black rat, American mink and water hyacinth. The information boxes on the following page provide details about these species, including their preferred **biomes**.

Australia has 362 invasive species, the second highest number in the world.

biodiversity
the variety of living organisms (e.g. plants, animals, bacteria and fungi) found in an environment

biome
a large area of the Earth that is home to similar plant and animal communities that have adapted to a particular environment over time (e.g. desert, forest, grassland)

WORLD: NUMBERS OF INVASIVE SPECIES BY COUNTRY



Source 6

Source: Oxford University Press

1 Castor oil plant (*Ricinus communis*)

Native to: North-east Africa and the Middle East
Invaded: Common on every continent except Antarctica
Method of invasion: Carried as an ornamental plant and cash crop in the production of castor oil; seeds dispersed by rodents and birds
Preferred biomes: Grassland, temperate forest
Impacts: Displaces native plant species; poisonous to many animal species including humans

2 Chytrid frog fungus (*Batrachochytrium dendrobatidis*)

Native to: Africa
Invaded: All six continents; has infected 93 frog species, more than half of which are Australian
Method of invasion: Frogs carrying the fungus introduced as a food source and for scientific purposes
Preferred biomes: Rainforests, freshwater sources
Impacts: Has infected about one-third of all amphibian species, causing a decline of frog species worldwide

3 Domestic cat (*Felis catus*)

Native to: Unknown (first domesticated in ancient Egypt)
Invaded: Virtually every country, listed as a harmful species in more than 60 countries
Method of invasion: Carried as pets or to restrict rat numbers and then are released or escape into the wild
Preferred biomes: Grasslands, forests and tundra close to water
Impacts: Caused or contributed to the extinction of birds and small mammals around the world, particularly on islands

4 Black rat (*Rattus rattus*)

Native to: South-East Asia, north-east China and India
Invaded: Widespread around the world
Method of invasion: Deliberately introduced as a food source or accidentally introduced as a stowaway on ships
Preferred biomes: Grassland, temperate forest, tropical forest
Impacts: Preys on native birds (especially flightless species and the eggs of seabirds), reptiles and insects; eats native plants and seeds; is a major agricultural pest; has caused or contributed to the extinction of birds, mammals, reptiles and plants

5 American mink (*Neovison vison*)

Native to: North America
Invaded: Widespread throughout Europe
Method of invasion: Bred in mink farms for their fur and then escape or are released by animal activists
Preferred biomes: Forests near wetlands and rivers
Impacts: Kills large numbers of native species such as voles and salmon; can drive native mink from their habitats

6 Water hyacinth (*Eichhornia crassipes*)

Native to: South America
Invaded: Widespread in streams and rivers around the world particularly in North America and Europe
Method of invasion: Carried as an ornamental plant
Preferred biomes: Freshwater sources including rivers, lakes and streams
Impacts: Grows as a thick mat clogging rivers and streams, inhibiting plants and some fish species, and providing a habitat for other pests including malarial mosquitoes

2.7 CHECK YOUR LEARNING

Review and understand

1 **Outline** three ways invasive species move between countries.

2 **Explain** how an animal that is not a pest in one country can become a major pest when introduced to a new country.

Apply and analyse

3 **Explain** how rats cause land degradation.

4 **Compare** the six examples of invasive organisms shown. What are some of the similarities? How is each unique? Which do you consider has had the greatest impact? Why?

5 **Examine** Source 6.

a **List** the countries with the highest numbers of invasive species.

b **Compare** these countries. What features do they share that might help to explain the high numbers?

c **Suggest** one reason why Africa and the Middle East have such low numbers of invasive species.

Evaluate and create

6 Some researchers consider humans to be an invasive species. **Create** an information box – like those on this page – for the human species, describing their method of invasion, preferred biomes and impacts.

7 Australia is one of the most invaded countries, but it is also the origin of many plants and animals that are considered invasive species in other countries. These include the golden wattle, Queensland fruit fly, Australian magpie, spotted jellyfish and brushtail possum. **Research** one of these invading Australians. Describe how and where it has spread, and its impact on native plants and animals in other countries.

2.8 Loss of biodiversity

In this topic, you will:

» identify the ways in which humans have caused environmental change.

'Biodiversity' refers to the variety of living organisms on the planet. It is measured by the number of species present in a particular ecosystem or region. The Earth's biodiversity is currently under threat, decreasing at a rate that rivals the mass extinction of the dinosaurs. It is difficult to give an exact figure on the number of species reaching extinction each year, but it has been estimated at between 17 000 and 100 000 species annually. The world's most famous fossil hunter, Dr Richard Leakey, believes that this represents 'a rate comparable with the impact of a giant asteroid slamming into the planet'.

This loss of biodiversity not only impacts the natural environment, but also has serious consequences for all human beings on Earth. Ecosystem services such as food, fibre and fresh water supplies, crop pollination by insects and birds, and protection against natural disasters are in decline.

Source 7 Much of the world's land surface is no longer in its natural state, with farmland and cities replacing areas that were once covered by forests and grasslands. Farming tends to replace hundreds of species with just one – as shown in this image of a beef cattle farm in Brazil. This greatly reduces biodiversity.

What is causing the loss of biodiversity?

This loss of biodiversity is due almost entirely to the impact of just one species – humans. Our use of the Earth's resources and the changes this use brings to the natural environment are pushing many species to extinction. The five main causes of the loss of biodiversity are:

- habitat change, such as **deforestation**
- over-exploitation of resources, such as fresh water
- pollution of land, water and air
- spread of invasive species
- climate change brought about by human activity.

deforestation
the removal of trees and other plant life from a forested area, either by cutting down or by burning; usually carried out to clear the land for farming

Species facing extinction

The International Union for the Conservation of Nature (IUCN) is an organisation that assesses the likelihood that species will become extinct. Of the almost 128 000 species they have studied, 27 per cent can be considered threatened with extinction. Conifers and amphibians (such as frogs) are particularly under threat (see Source 9).

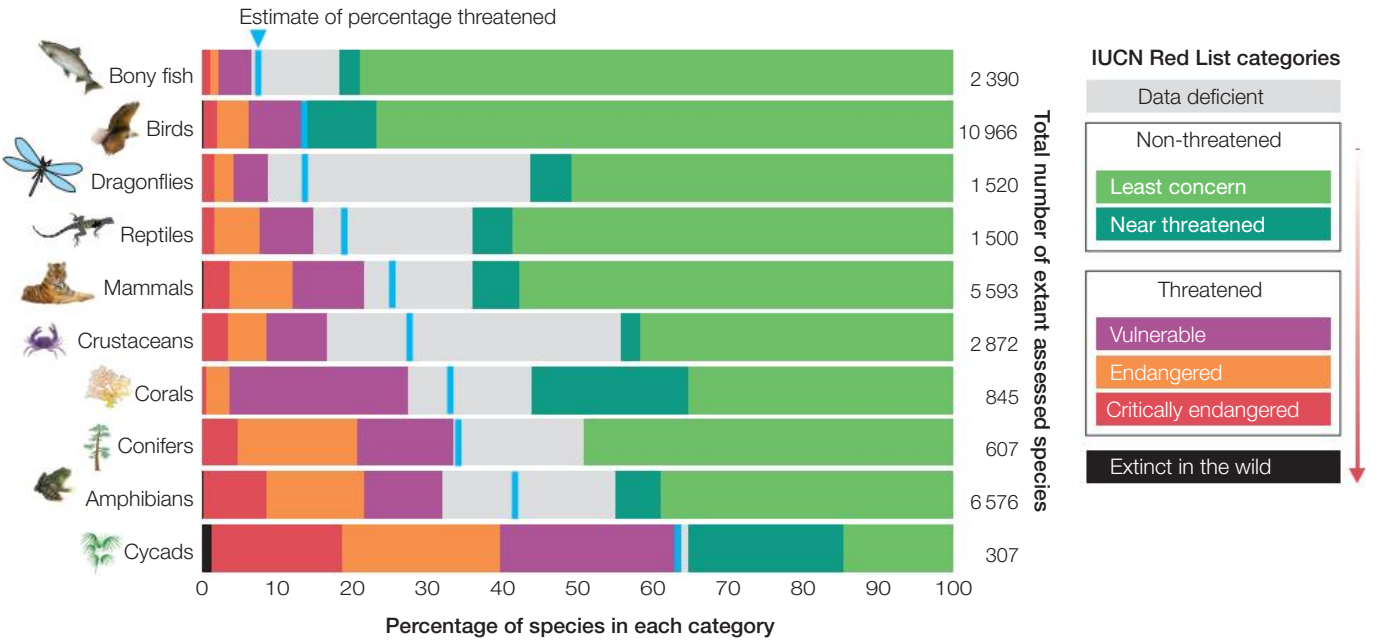
A world without frogs?

The number of frog species in the world is in dramatic decline and many researchers are linking this to climate change. The skin of frogs is particularly thin and permeable, meaning that moisture passes through it easily. With the drier, warmer climate, many frogs are losing more water through their skin than they are taking in.

Frogs are also losing their breeding grounds, as small ponds and water collected in the hollows of trees are drying up and disappearing.

Source 8 The golden toad was last seen in 1989 and, like 33 other amphibian species since then, it is now considered extinct.

OXFORD UNIVERSITY PRESS



Source 9 IUCN data on the levels of threat faced by the major life groups (known as taxonomic groups)

The greatest threat, however, is from disease. A parasitic fungus from Africa, known as amphibian chytrid, has spread across the planet in the last few decades. Warmer temperatures associated with climate change have created favourable conditions for the spread of this parasite, which was previously held back by cooler night-time temperatures.

After studying the spread of this disease in Central America, a leading researcher in this field stated that 'disease is the bullet killing frogs, but climate change is pulling the trigger'. He found that two-thirds of all of the region's species of harlequin frogs were already extinct from this combination of factors. He and other scientists believe that frogs may be the planet's early warning system on climate change.

2.8 CHECK YOUR LEARNING

Review and understand

1 In your own words, **define** 'biodiversity'.

2 **Identify** the five main causes of loss of biodiversity.

Apply and analyse

3 **Explain** how biodiversity and ecosystem services are linked.

4 **Examine** Source 9.

- a **Identify** the taxonomic group that has suffered the most extinctions.
- b Which of the five main causes of biodiversity loss do you think is most responsible for this?
- c **Describe** the levels of threat faced by amphibians.

5 **Describe** the change in biodiversity shown in Source 7. Which of the five main causes of biodiversity loss does this illustrate?

Evaluate and create

6 What is the level of threat facing the world's corals? **Research** what ecosystem services would be threatened by a loss of coral species.

7 Search for the 'IUCN Red List' on the internet. Use this list to **research** Australia's southern corroboree frog. How many of these frogs remain in the wild, and what dangers do they face?

8 Choose another species that interests you and **research** whether or not it is under threat. If it is, what dangers does it face? If it isn't currently under threat, predict the circumstances that might cause it to be so.

Video
Polar bears endangered

2.9 Drivers of biodiversity loss and ecosystem change

In this topic, you will:

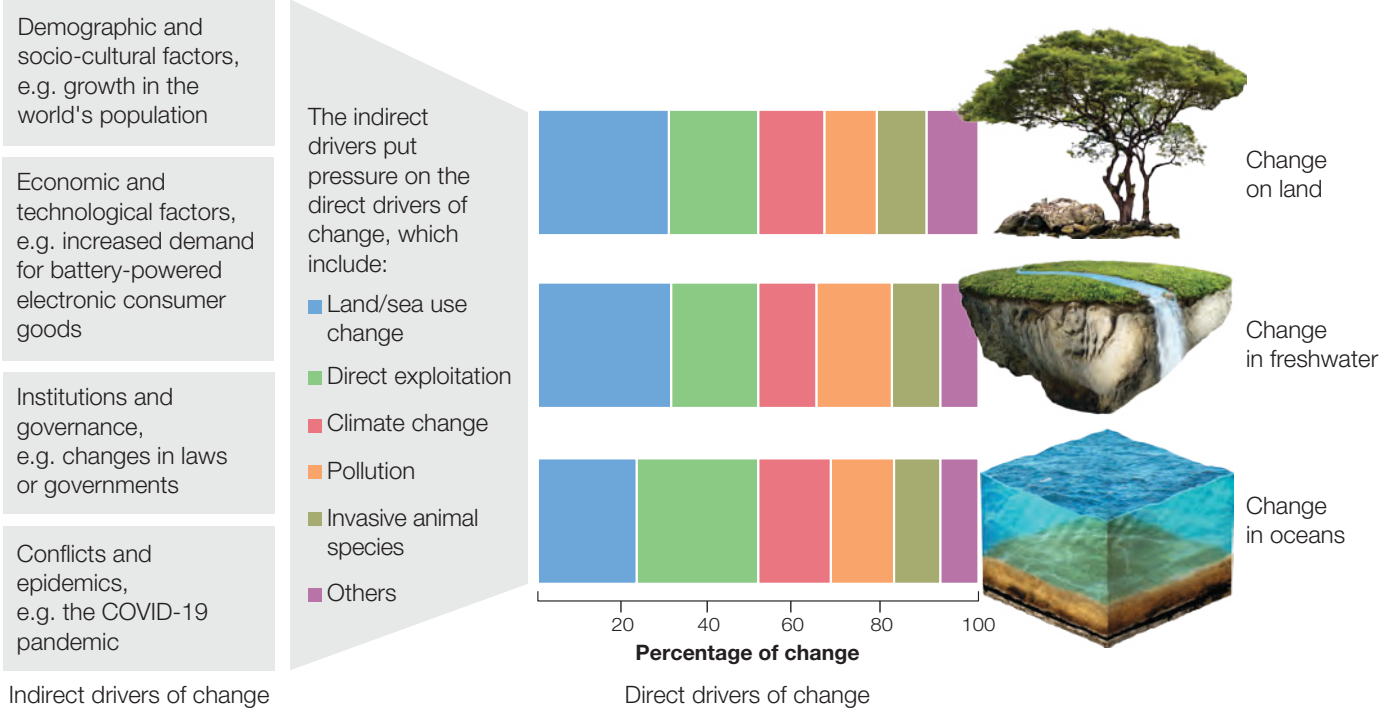
» identify the ways in which humans have caused environmental change.

When exploring the ways in which the environment is changing, it is important to look at both the causes and effects of these changes. There are usually a range of factors working together that bring about environmental change. For example, the decline in frog species you read about on page 54 cannot be explained by just one cause. Climate change, loss of habitat and human population growth are all factors driving this change.

Drivers of change

Geographers use the term 'drivers of change' to talk about these factors. They investigate these drivers at two levels, and understanding them both is crucial to understanding why so many natural environments are under threat:

- *Direct drivers of change* are factors that are undeniably responsible for change. These can occur naturally or may be caused by human activities. Examples of direct drivers of ecosystem and biodiversity decline include habitat change, climate change, invasive species and pollution.
- *Indirect drivers of change* are sometimes called 'underlying causes', because they put pressure on the direct drivers of change. Examples of indirect drivers of ecosystem and biodiversity decline include the growth of the world's population, changes in wealth and consumption patterns, and changes to technology and government policies. For example, one of the main indirect factors driving loss of biodiversity in certain areas is the increased demand for battery-powered electronic consumer goods, such as mobile phones and laptop computers. The increased mining activity (direct driver) causes a loss of biodiversity, but the mining itself is driven by the demand for these goods.



Source 10 The links between indirect and direct drivers of environmental change

CASE STUDY

Source 11 Dark clouds blanket the sky near a graphite mine in north-eastern China. People who live near graphite mines complain of contaminated air and water affecting their crops and health.

Lithium-ion batteries

If you have a portable electronic device, such as a mobile phone, tablet or laptop, it is almost certainly powered by a lithium-ion battery. They are also used to power a wide range of other everyday items, including power tools, wheelchairs, toys, buses and e-bikes. The growth in the demand for these batteries is driven by changes in consumer behaviour, as nowadays almost everyone owns a portable electronic device. Increasing wealth in highly populated countries such as China and India also drives the demand for these batteries.

Lithium-ion batteries contain three key minerals: cobalt, graphite and lithium.

Cobalt

Over 60 per cent of the world's cobalt is mined in one of the world's poorest countries, the Democratic Republic of Congo (DRC). To access the cobalt in the DRC, miners have stripped away large areas of rainforest, where locals have always hunted wild animals for food.

Once protected by dense rainforest, the western lowland gorilla is now a critically endangered animal and has all but vanished from the DRC rainforests. Not only has their habitat been destroyed, but without any protection from the rainforest these gorillas have become easy to hunt.

The cobalt mines also contain sulphur which, when exposed to air and water, can produce sulphuric acid. This drains into nearby rivers and streams, causing irreversible damage to the ecosystems downriver. The impact of this sulphuric acid will likely last for centuries.

Graphite

Two-thirds of the world's mined graphite comes from China. Explosives are often used to reach natural graphite deposits. This process releases fine particles of graphite into the air, which can be carried through the atmosphere for hundreds of kilometres. The graphite pollutes the soils and waterways of the area, and causes respiratory diseases for those who breathe it. It also enters the food chain, as particles land on crops.

continued on next page

Source 12 A cobalt mine in the DRC – such mines cause environmental change, and there is also evidence that profits from cobalt mining are being used by armies in the region to fund long-running and bloody conflicts.

continued from previous page

Lithium

Half of the world's lithium is located beneath an area of salt flats that spans the countries of Argentina, Bolivia and Chile. This area is known as the 'Lithium Triangle'. To extract the lithium, miners drill into the salt flats and pump the salty water containing the lithium and other minerals to the surface, into an 'evaporation pond'. After several months, the water evaporates and the minerals are filtered. They are then put into another evaporation pond and the evaporation process begins again.

This process uses an enormous amount of water: about 1.8 million litres is needed to produce 1 tonne of lithium. The water pollutes nearby streams that are used by farmers to irrigate their crops. Piles of discarded salt and canals filled with polluted water are particularly harmful to the landscape in Chile.

Source 13 Lithium

See, think, wonder *

Look at Source 14.

- What do you see?
- What do you think?
- What do you wonder?

Source 14 Evaporation ponds on the salt flats of Chile's Atacama Desert

Creating a Google Earth tour

There are a number of tools in Google Earth that you can use to better understand your world and to present information in an interesting way. One of these allows you to create a tour that visits different places.

Follow these steps to create a tour that visits three of the countries mentioned in the case study:

Step 1 Open Google Earth and use the search tool to find Mutanda Mine, a cobalt mine in the DRC.

Step 2 Add a placemark at this location using the 'pin' icon in the toolbar. Give your placemark the name 'Mutanda Mine'. As you do this, you will notice that the place name is added to the list of 'places' in the menu on the left-hand side of the Google Earth screen.

Step 3 Repeat these steps to add a placemark for Liumao, a site of graphite mines in China.

Step 4 Add a placemark for the evaporation ponds in Chile. These are located 200 kilometres east of the city of Antofagasta.

Step 5 You have now set the three stops on your Google Earth tour. Start the tour at your home by finding this location. Click the 'Record a Tour' icon, and this will open a small menu at the bottom of the screen. Once you click the red button in this menu, the program will record all the movements made on the screen.

Step 6 Click the red button and then the 'Mutanda Mine' label in the 'places' menu. Once this has been reached, click the 'Liumao' label in the same way and then the label for the evaporation ponds in Chile. When all three sites have been visited on the tour, stop recording by clicking the red button again.

Step 7 You have now created a tour. You can save this and replay it. You can also add it to PowerPoint presentations. By using other tools, you can add photographs and a commentary.

For more information on this key skill, refer to page 26 of 'The geography toolkit'.

KEY SKILL
Collecting & representing data

2.9 CHECK YOUR LEARNING

Review and understand

1 **Define** the term 'indirect drivers of change'.

2 **Identify** the causes of an increase in demand for lithium-ion batteries.

3 **Examine** Source 10 on page 56.

a **Identify** the two direct drivers that cause the most change on land, and in freshwater and oceans.

b Which direct driver causes the least amount of change? **Suggest** what might be included in this category.

Apply and analyse

4 **Distinguish between** direct drivers and indirect drivers of environmental change.

5 **Describe** the changes that occur to the rainforests of the DRC when cobalt is mined. Use Source 12 on page 57 to help you in your description.

Evaluate and create

6 Many people buy electric cars, as they believe they are a more 'environmentally friendly' option than cars powered by petrol or diesel. **Explain** why this choice may not be as friendly to the environment as people think, using evidence to support your answer.

7 a **Research** to find out which devices that you use are powered by lithium-ion batteries.

b Use the geographical concept of interconnection to **explain** how these batteries link you to natural environments in China, Chile and the DRC.

Quiz me!
A quick quiz on drivers of biodiversity loss and ecosystem change

2.10 Pollution

In this topic, you will:

» identify the ways in which humans have caused environmental change through the pollution of land, air and water.

Pollution is any substance released into the environment that has harmful or poisonous effects. Polluting substances reduce the ability of the natural environment to provide ecosystem services.

Pollution is often a side-effect of a process intended to benefit human beings. Pesticides, for example, are designed to kill harmful insects that damage crops, but they can also pollute our water and kill beneficial organisms, such as bees. The loss of bees then reduces the amount of pollination that occurs, setting off a chain of negative effects in the environment.

Here, we look at some common forms of air, water and land pollution.

Air pollution

Air pollution is the contamination of the atmosphere through the release of harmful gases and small particles. This can happen on a variety of scales.

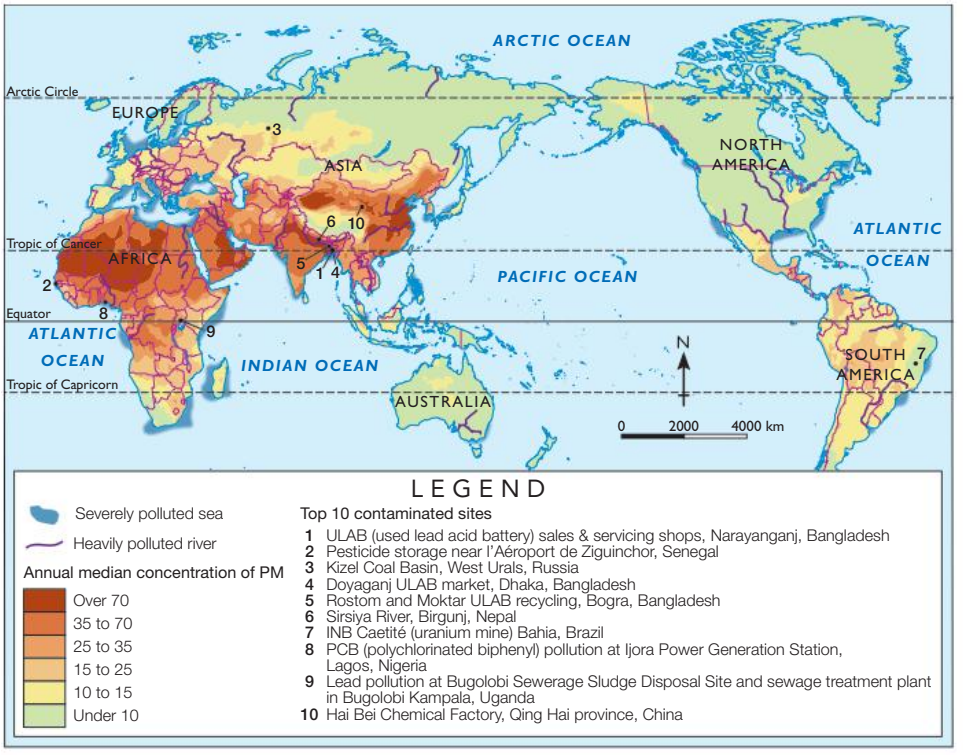
Source 15 In industrial areas – such as Dusseldorf in Germany – factories add to the air pollution created by power plants and transport.

- Sometimes it is *local*; for example, when a factory releases smoke and gases through a smokestack (chimney), which affects the surrounding area.
- In some industrial urban environments, however, factories, vehicles, houses and other sources of pollution combine to produce *large-scale* pollution, which affects the air quality right across the city (see Source 15).
- When this large-scale pollution causes changes to the atmosphere – such as when carbon dioxide and methane trap the sun's heat in the atmosphere and cause climate change – pollution occurs on a *global scale*.

Water pollution

Water pollution is the contamination of rivers, lakes, wetlands, estuaries, seas and oceans through the release of harmful substances. Water pollution can be caused by human activities on or near the water, such as shipping and deep-sea oil drilling. Ships, for example, release waste-water and oil into the sea, causing pollution. Land activities – sometimes a long way from water – can also lead to pollution entering our waterways. These land activities include farming (especially when using fertilisers and pesticides), littering, land clearing, creating tips and landfill, processing sewage and industrial activities. Industrial or farming waste released into a river can travel the length of that river and enter waterways, causing water pollution over a widespread area. Likewise, litter washed down stormwater drains during a storm can end up polluting the ocean. We will explore water pollution further on page 62.

WORLD: GLOBAL DISTRIBUTION OF POLLUTION



Source 16

Note: This map includes the annual median concentration of particulate matter (PM) in the air; the WHO considers levels above 12 to be unsafe.

Source: Oxford University Press

Worksheet
Managing pollution

water table
the highest underground level at which the rocks and soil in a particular area are completely wet with groundwater

Land pollution

Land pollution is the contamination of areas of land through the release of harmful substances. Soil contamination is often localised, such as at the sites of old petrol stations, battery-recycling plants, mines, sewage treatment facilities or landfill. Soil contamination can also occur on a much larger scale. One example is the increasing salinity in the soil resulting from rising **water tables** in Australia's Murray–Darling Basin. Land pollution can cause the contamination of groundwater, which is often an important source of drinking water.

Source 17 Some of the most contaminated places in the world are informal markets and factories in India and Bangladesh, where car batteries are dismantled to extract the lead.

2.10 CHECK YOUR LEARNING

Review and understand

1 a **Identify** the three main forms of pollution.

b In your own words, **define** each of the forms you named in question 1a.

Apply and analyse

2 **Examine** Source 16.

a Use the PQE method (see page 24 of 'The geography toolkit') to **describe** the distribution of severe air pollution.

b What link might exist between polluted rivers and polluted oceans? Can you **identify** any examples of this link in Source 16?

c **Identify** the countries that experience more than one type of pollution. Use the world map at the back of this book to help.

3 **Explain** the personal and environmental impacts of dismantling car batteries (see Source 17).

Evaluate and create

4 Which type of pollution has the greatest impact on ecosystem services? **Justify** (give reasons for) your answer.

2.11 Water pollution

In this topic, you will:

» describe the three main types of water pollutants.

About 670 million people around the world today lack access to safe drinking water. This is due to many factors, one of which is the contamination of sources of fresh water – such as rivers, streams and groundwater – with harmful substances. As well as making water unsafe to drink, pollutants reduce the ability of the environment to provide other ecosystem services, such as food supply, pest control and recreation.

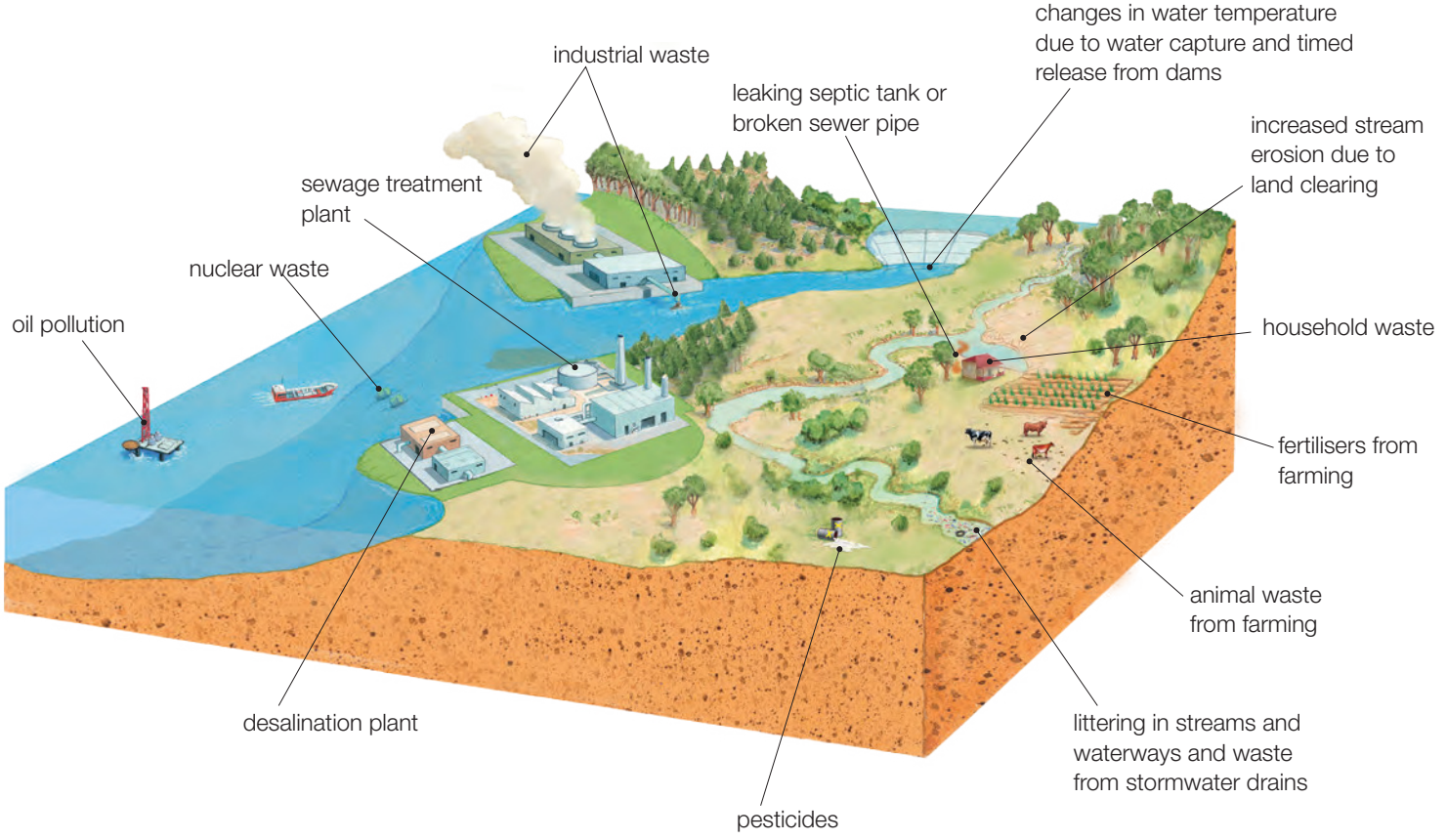
Pollutants that enter our waters can be classified as either physical, chemical or biological.

Physical pollutants

Video
Ocean rubbish

Physical pollutants include particles of soil eroded from the landscape and washed into the waterways, and any litter such as plastic bags, cigarette butts, shopping trolleys and tyres. It is estimated, for example, that more than 7 billion cigarette butts are thrown away carelessly in Australia each year. Many of these end up washed into drains and carried to streams and coasts where they release chemicals and present a danger to marine life and seabirds.

Soil washing into the waterways is a major source of pollution. These particles of soil can make water cloudy and prevent sunlight entering the water, affecting the plants and animals. When the sediment settles, it can smother small animals and plants living in the water. These sediment particles may also have other substances bound to them such as chemicals and bacteria that can cause pollution.



Source 18 Major sources of water pollution

Chemical pollutants

Chemical pollutants include heavy metals, oils, pesticides, industrial chemicals and salts. When the concentration of chemicals in waterways reaches levels that are above natural levels, it causes pollution. For example, too much of a naturally occurring plant nutrient changes the chemical balance of water, causing excessive plant and algae growth.

Biological pollutants

Biological pollutants include bacteria, parasites, and invasive plants and animals. Biological pollutants come from a range of sources, including sewage treatment plants, farms, factories and storm water. They can cause harm to other plants and animals in the water, or cause harm to people who drink the water. Bacterial and parasitical water pollution – such as giardia – is usually spread by human and animal waste entering waterways, causing illness.

The Ganges River

One of the world's most polluted rivers is the Ganges River of India. An estimated 2900 million litres of sewage is emptied into it every day, creating a toxic river. In addition, the river is used to dispose of medical waste, dead bodies and waste from tanneries (where leather is made from animal skins) and other factories. A count of harmful bacteria in the river found levels 100 times higher than those considered safe for human use. Millions of people rely on the water of the Ganges for drinking, bathing and cleaning, as well as for its spiritual significance in the Hindu religion.

For more information on this key concept, refer to page 6 of 'The geography toolkit'.

Source 19 Untreated sewage flows from an open drain into the Ganges River in Kanpur, India.

KEY CONCEPT
Place

2.11 CHECK YOUR LEARNING

Review and understand

1 **Identify** the three main types of water pollution.

2 **Identify** which of these is the main source of pollutants in the Ganges River.

Apply and analyse

3 **Classify** each of the sources of water pollution in Source 18 as physical, chemical or biological.

Evaluate and create

4 There have been several government attempts to reduce pollution in the Ganges River, but these have been largely ineffective. **Discuss** some possible reasons for this with a partner and then with your class.

5 The United Nations considers these 10 rivers to be the most 'at risk':

- Salween-Nu
- Danube
- La Plata
- Rio Grande
- Ganges
- Indus
- Nile
- Murray–Darling
- Mekong
- Yangtze.

a Locate and label each of these rivers on a world map and **describe** their distribution.

b **Research** the problems faced by one of the rivers listed.

c Present your findings to the class.

2.12 Climate change

In this topic, you will:

» identify the way in which humans have contributed to climate change

» evaluate the challenges these changes create for a sustainable future.

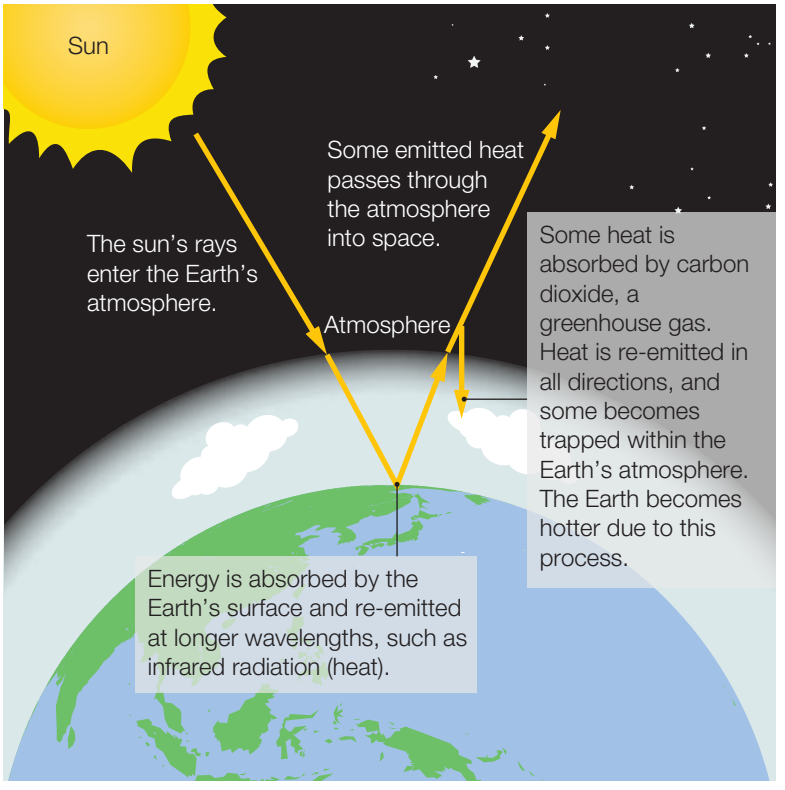
greenhouse gas
a gas, such as carbon dioxide, that absorbs radiation from the sun's rays, trapping heat in the Earth's atmosphere

Although the world's climate has been naturally changing for millions of years, in more recent times there has been an increase in the concentration of certain gases in the atmosphere. Many of these gases – known as **greenhouse gases** – are found naturally in the environment, but human activities have increased their levels to a point where they are influencing the global climate. The four main greenhouse gases, and what human activities produce them, are:

- carbon dioxide – from burning fossil fuels, such as coal
- methane – from the large-scale farming of livestock
- nitrous oxide – from the use of fertilisers
- fluorinated gases – from refrigerators and solvents.

As these gases increase in the atmosphere, they trap more and more of the sun's heat. Over time, this causes the overall temperature of the atmosphere to increase. Average temperatures are now 1.1°C warmer than they were 200 years ago, and are increasing at a rate of 0.2°C every 10 years. This might not sound like much, but it is enough to cause dramatic changes in the world's ecosystems, including:

- changing rainfall patterns all over the world
- ice melting in polar regions
- less snow falling in mountainous regions
- rising sea levels (these have already risen by about 30 centimetres since 1900, and are predicted to rise a further 30 centimetres by 2050)
- more frequent and severe climate-related disasters, such as droughts, floods, cyclones and bushfires.



Source 20 How an increase in greenhouse gases can cause the Earth to become hotter

Environmental responses to climate change

Ecosystems develop and flourish under specific environmental conditions. As climate change alters these conditions, the plants and animals within the ecosystems respond in one of four ways:

- They change their basic biology – certain animals may reproduce less often or lay smaller eggs.
- They change the timing of certain events, such as flowering – certain plants may flower earlier or later depending on the conditions. This can impact on creatures that rely on these plants for food.
- They die out – when a species dies out it can have serious impacts on the entire ecosystem.
- They move – in general, many plants and animals are moving towards the poles and into higher altitudes, as temperatures in these places are similar to those in their previous habitats. This affects plants and animals already living in these places.

CASE STUDY

The increasing bushfire risk in Australia

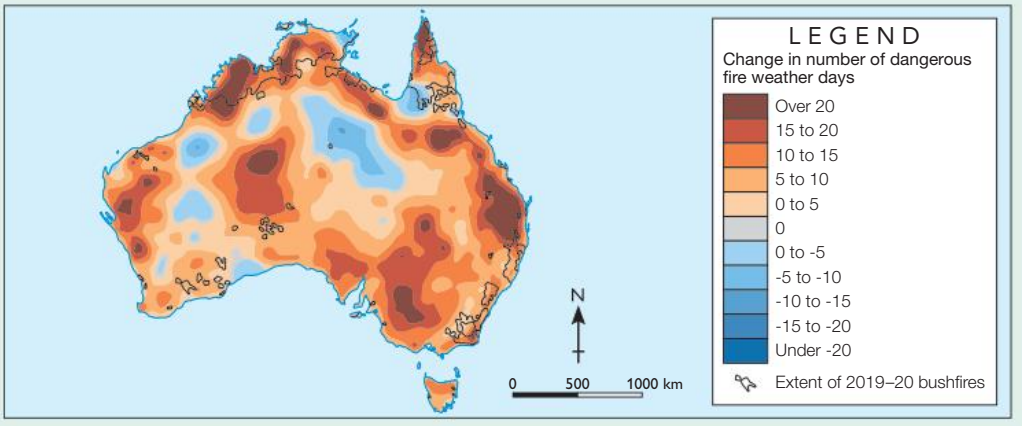
Meteorologists (scientists who study the weather) and fire experts have observed that bushfires in Australia are becoming larger, more frequent and more unpredictable. They have also observed that fire season in much of southern Australia is beginning earlier and finishing later than in the past. There are now up to 25 more dangerous fire weather days per year than was the case between 1950 and 1980 (see Source 21).

Extreme bushfires produce their own weather systems and thunderstorms, creating lightning – which, in turn, starts more fires. These are the types of conditions that occurred in the devastating 2009 Black Saturday bushfires in Victoria, and in the much larger bushfires that occurred all over Australia during the summer of 2019–20.

The scale of the 2019–20 fires was described by the President of the Australian Academy of Science as 'unprecedented anywhere in the world'. In saying this, he was referring not only to their size, but also to the impact they had on Australia's ecosystems and biodiversity. It is estimated that over a billion birds, mammals and reptiles were killed in the fires, as well as millions of other animals such as bats, frogs and fish. At least 50 species were pushed closer to the brink of extinction, including marsupials and birds that have existed in this country for millions of years.

Quiz me!
A quick quiz on climate change

CHANGE IN THE NUMBER OF DANGEROUS FIRE WEATHER DAYS WHEN COMPARING 1950–80 TO 1980–2020



Source 21 Source: Oxford University Press/Bureau of Meterology

2.12 CHECK YOUR LEARNING

Review and understand

1 **Identify** three of the main causes of climate change.

2 **Describe** two ways that the environment responds to climate change.

Apply and analyse

3 **Explain** the work done by meteorologists that helps us to better understand changes in fire seasons in Australia.

4 **Examine** Source 3 on page 50, which gives details of Australian ecosystems showing evidence of collapse. In which of these ecosystems is bushfire a factor?

5 Use Source 21 to **describe** the pattern of changes in dangerous fire weather days.

6 **Explain** how changes in climate impact on bushfires in Australia.

Evaluate and create

7 **Discuss** with a partner how climate change affects ecosystem services (see page 48). Share these ideas with the rest of the class.

2B RICH TASK

Retreating glaciers

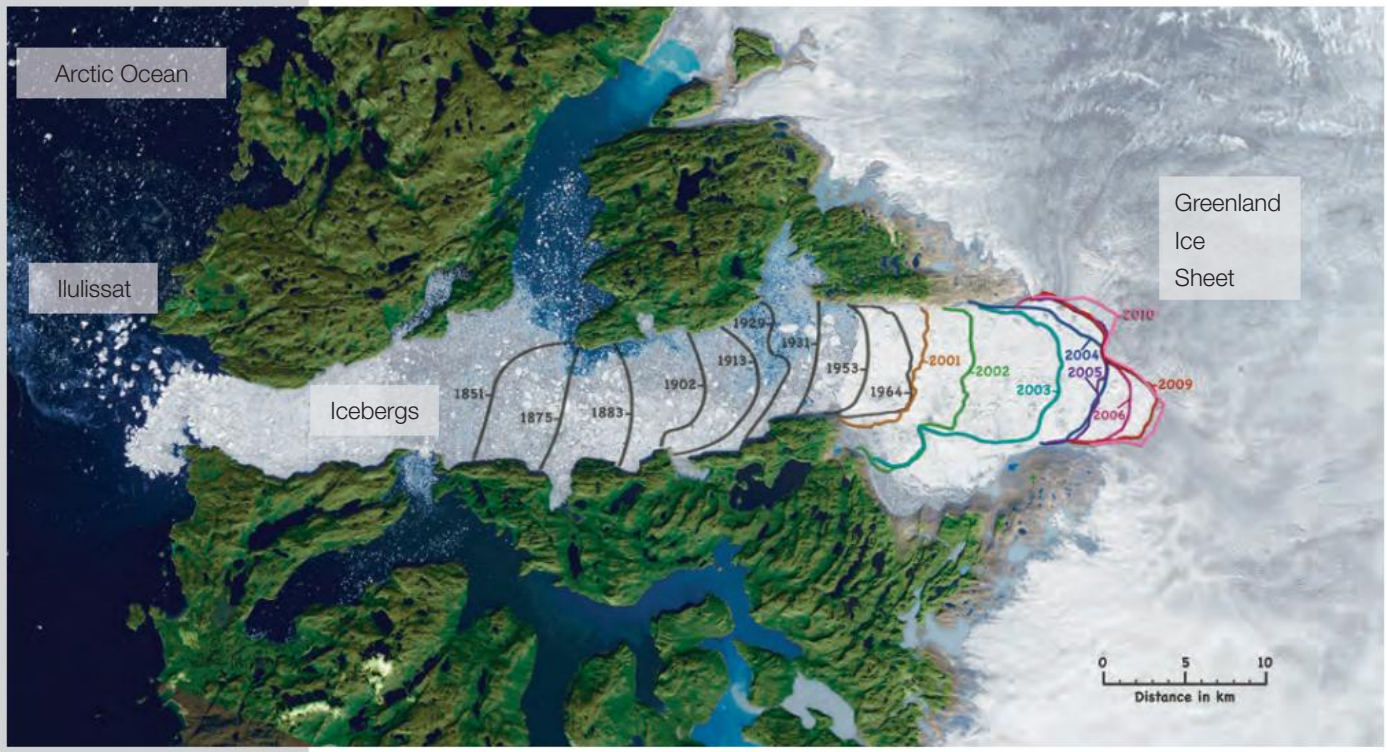
Quizlet
Revise the key terms you have learnt so far.

The Earth's average temperature is rising. As a result, sea levels are rising around the world. This is because water expands in volume when it heats up. The warmer atmosphere also causes ice to melt, and as the ice in glaciers and ice sheets melts, it creates meltwater. This meltwater flows in rivers to the sea, also contributing to sea level rise.

Source 22 Floating ice at the terminus of the Jakobshavn Glacier

The Greenland Ice Sheet is the second largest body of ice on Earth, with the Antarctic Ice Sheet being number one. In the past 30 years, the Greenland Ice Sheet has lost about 3900 billion tonnes of ice – contributing about 11 millimetres of the total sea level rise of 50 millimetres that occurred in the same period. The Greenland Ice Sheet feeds many large glaciers that carry ice and water to the Arctic and Atlantic Oceans. One of these is the Jakobshavn Glacier.

Like virtually all the world's 198 000 glaciers, the Jakobshavn Glacier is losing ice. As it enters the Arctic Ocean at its terminus (the end of the glacier), the ice melts and breaks into icebergs, which are carried by ocean currents until they melt (see Source 22). The icebergs and melted ice – like a giant slushy – can be clearly seen in the water in Source 23. Also marked on this satellite image are lines that show the terminus of the glacier in selected years. As you can see, the glacier's terminus is retreating backwards towards the ice sheet.



Source 23 A satellite image of the Jakobshavn Glacier, showing changes in the location of the terminus between 1851 and 2010

KEY SKILL
Interpreting geographical images

Using a satellite image to investigate environmental change

Satellite images can provide an image of a large area of the Earth's surface. Therefore they have become one of the geographer's most useful tools when investigating the causes and impacts of environmental change. Satellites have been used to photograph the Earth's surface for over 60 years, allowing us to see how the surface has changed in that time. By using the line scale on the satellite image of Jakobshavn Glacier in Source 23, you will be able to investigate how this glacier has changed since 1851. Follow these steps to begin your investigation:

Step 1 Look carefully at the image so that you have a good general understanding of what is being shown. Pay particular attention to the title (in the caption), the labels on the image and the scale.

Step 2 Locate the landscape being photographed in an atlas so that you can place it within its geographical context.

Step 3 Use the line scale to estimate the distance the terminus has retreated between 1851 and 2010. As each of the lines curve, you should use an imaginary line drawn in the centre of the glacier as your point of reference.

For more information on this key skill, refer to page 16 of 'The geography toolkit'.

Practise the skill

1 Follow the steps above to estimate the total distance the Jakobshavn Glacier has retreated, as shown in Source 24.

2 Use Source 23 to estimate the annual rate of glacier retreat. This needs to be done carefully, as the dates shown on the image are not evenly spaced.

To calculate the annual rate of retreat, divide the distance of retreat by the number of years. In the first example this is 14 ÷ 51 = 0.274 kilometres per year. Convert this to metres by multiplying it by 1000: 0.274 x 1000 = 274 metres per year. Use a table like this one to record your findings.

Dates	Number of years	Retreat (in km)	Annual rate of retreat (metres/ year)
1851–1902	51	14	274
1902–1953			
1953–2010			

3 **Determine** whether the glacier's retreat is speeding up, slowing down or remaining about the same. Use data from your table to support your answer.

Extend your understanding

1 Use the historic imagery tool in Google Earth to explore satellite images of the Jakobshavn Glacier and the Greenland Ice Sheet. **Describe** the other environmental changes you notice in this area.

2 Many of the world's mountain and polar glaciers are retreating. Because of their locations, a number of these are difficult to study, but others have been examined in detail. A few have become famous, as images of them are often used by the media to demonstrate the reality of climate change. These include the Muir, Exit and Columbia Glaciers in Alaska; the glaciers of Mount Kilimanjaro in Tanzania; the Stein Glacier in Switzerland; the Petermann Glacier in Greenland; and the Franz Josef Glacier in New Zealand.

a Using the internet, **research** the changes that have occurred to one of these natural landscapes.

b Present your findings as a PowerPoint presentation or a Google Earth tour (see page 59 for instructions) to the class.

2.13 One world, many views

In this topic, you will:

- describe the role of people's environmental world views
- compare the differences in people's views about the causes of environmental issues, including individuals such as Greta Thunberg and Jair Bolsonaro.

Key skill worksheet
Conducting fieldwork: Gathering data on different world views

On 20 August 2018, 15-year-old Swedish schoolgirl Greta Thunberg unknowingly started a movement that would spread globally. On that day, instead of going to school, she decided that she would begin to protest outside the Swedish Parliament. Carrying a sign that translated to 'School Strike for Climate' (see Source 1) she demanded that the Swedish Government reduce the nation's greenhouse gas emissions. Posting on Instagram and Twitter, she invited others to join her.

By December 2018, more than 20 000 students had held strikes in many countries, including Australia. Greta Thunberg began appearing in newspaper and television reports, becoming a worldwide sensation. She met with the United Nations Secretary-General and spoke at the United Nations Climate Action Summit in New York. She was named *Time Magazine's* Person of the Year in 2019 and she has been nominated three times for the Nobel Peace Prize.

Source 1 Greta Thunberg begins her strike for climate action.

Critics of Greta Thunberg

While Greta Thunberg has many supporters around the world, she also has many critics. Presidents, prime ministers, newspaper columnists and internet trolls have all condemned her, labelling her a 'joke'. The President of Brazil, Jair Bolsonaro, called her a 'little brat' when she publicly condemned the killing of two indigenous men involved in a protest over the destruction of the Amazon rainforest. Under Bolsonaro's presidency, deforestation of the Amazon rainforest has significantly increased.

Source 2 A masked protester in Brazil holds the Brazilian Constitution. The sign on his forehead reads: 'Bolsonaro out and all scammers.'

OXFORD UNIVERSITY PRESS

Bolsonaro has consistently denied and rebuffed claims about this. When leaders of other nations objected to the land clearing, he told them: 'The Amazon is ours, not yours.' When presented with satellite images clearly showing the destruction of the landscape, he called them 'lies'.

Different world views

Why is it that some people become so passionate about preserving the natural environment while others do not? For example, when faced with the reality of climate change, one person demands that changes are made, while others see only the economic cost of making these changes. We can see these differences all over the world, wherever the natural environment is changing.

Studies show that different people view the environment in different ways because of the fundamental beliefs they hold about human beings and our place in the natural world. The reasons for holding these beliefs are very complex, but it appears that where we live, our standard of living, our education and our religion all play important roles. Although each person's view of the world is unique, researchers classify world views into four major groups (see Source 3). It is important to understand that one view is not necessarily 'better' or 'worse' than another; it is simply different.

World views

- **Human-centred**
  - **Egocentric**
    I am the most important creature on Earth. Everything and everyone else is important to the extent that they support me and my lifestyle.
  - **Anthropocentric**
    Humans are the most important species. We are in charge of the Earth and the natural world. We can use nature to support us and our lifestyle.
- **Earth-centred**
  - **Ecocentric**
    We should do whatever we can to minimise our impact and preserve the Earth's biodiversity. We are no more important than any other organism.
  - **Biocentric**
    We have a responsibility to use the Earth's resources in a sustainable way. Other species may be useful to us but they also have as much right to exist as we do.

Source 3 World views about the environment

2.13 CHECK YOUR LEARNING

Review and understand

1 **Outline** how Greta Thunberg's School Strike for Climate transformed into a global movement.

Apply and analyse

2 Use Source 3 to **classify** Greta Thunberg's and Jair Bolsonaro's world views.

3 **Distinguish between** human-centred and Earth-centred world views.

4 **Examine** Source 3.

- a **Explain** which of these four world view statements best reflects your own world view.
- b Find a classmate with a similar world view to yours, and **discuss** what they think about Greta Thunberg's protest.
- c Find a classmate with a very different world view to yours, and **discuss** what they think about Greta Thunberg's protest.

Evaluate and create

5 Differing world views may be the underlying cause of many conflicts and disagreements about the use of the natural environment. **Create** a scenario where a disagreement arises over the use of a natural environment you know well. Present your scenario as a newspaper article.

6 **Research** an individual interested in the natural environment, such as David Attenborough, David Suzuki, Rachel Carson, Wangari Maathai, Bob Brown or Amelia Telford. Investigate their contribution to our understanding of the natural world and their area of interest. How would you characterise their world view?

I used to think, now I think

Reflect on your learning about how people think about the world and complete the following sentences.

- I used to think ...
- Now I think ...

What has changed in your understanding?

Quiz me!
A quick quiz on different world views

2.14 Custodial responsibility

In this topic, you will:

- explain Aboriginal and Torres Strait Islander models of sustainability that contribute to broader conservation practices
- explain why land management agencies are working with Traditional Owners to manage environmental change and challenges.

Aboriginal and Torres Strait Islander peoples have been part of the Australian landscape for at least 65 000 years. Over that time, they have developed relationships with the land and the water that have helped them to survive and thrive in some of the harshest environments on Earth. As non-Indigenous Australians struggle with issues such as water scarcity and land degradation, some are learning that the principles followed by Aboriginal and Torres Strait Islander peoples provide a model that can help them to view and use environmental resources more sustainably.

Source 4 According to the traditional beliefs of the Gagudju people of Kakadu, a creator-being, known as Almudj, created the waterholes of the region. Almudj brings the wet season every year, may appear as a rainbow, can punish people by drowning them and lives in a pool beneath a waterfall.

Key skill worksheet
Asking questions & conducting research: Conducting research ethically

KEY CONCEPT
Interconnection

Holistic views of the natural world

Aboriginal and Torres Strait Islander peoples believe that all features of a landscape – land, water, animals, plants and people – are inextricably linked to form one interconnected whole; and that change in one part of the landscape will bring change to the others. This traditional view, which dates back tens of thousands of years, is now accepted as scientific fact by many researchers and scientists, who refer to it as interconnection. It is a key component of Aboriginal and Torres Strait Islander views of Creation, as well as their management of land and water.

This holistic view of landscapes links indigenous peoples with the natural world. Aboriginal and Torres Strait Islander peoples believe that they have custodial responsibility for the land and water in the country in which they live, and that this responsibility is passed to them by their ancestors and from them to their descendants. Water and land resources – such as rivers, lakes, billabongs and mountains – are protected by a complex series of laws, customs and beliefs. The Nyungar people of south-western Western Australia, for example, throw a handful of sand into streams and lakes as they approach, in order to warn the spirit of the water of their approach.

For more information on this key concept, refer to page 8 of 'The geography toolkit'.

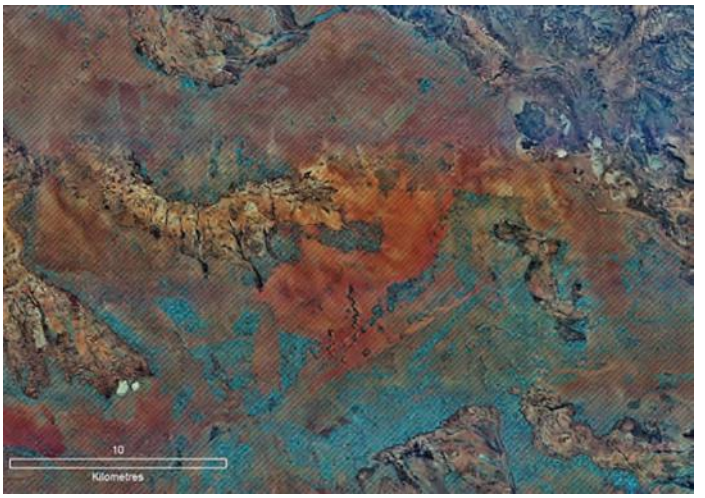
The Birriliburu Rangers

The Martu peoples have been living in the central deserts of Western Australia for at least 40 000 years. To put that number in perspective, when Egyptians laid the foundations for the pyramids in Cairo, the Martu peoples had already been in the desert for 35 000 years. In that time, they have developed a deep understanding of and relationship with the natural environment. The Martu peoples were granted native title of the Birriliburu Indigenous Protected Area (IPA) in 2002 and have custodial responsibility for the region. At 6.6 million hectares, the IPA contains amazing dune systems, salt lakes, clay pans and mountain ranges.

The Martu developed a network of Aborginal rangers, whose role is to preserve and protect the unique features of this Western Desert landscape. Their work includes monitoring threatened species, removing invasive species and reintroducing the traditional fire regime.

The Birriliburu Rangers work in close partnership with other organisations, including the non-profit group Bush Heritage. The rangers share their knowledge of the landscape, including the importance of particular sources of food and water. In this way, the Martu peoples continue their ancient connection with this land, and the natural environment is better protected from both direct and indirect drivers of change.

This partnership with Bush Heritage involves sharing knowledge both ways in order to manage environmental change and challenges. Bush Heritage provides resources to the rangers, including specialist equipment, remote sensing cameras, satellite images and funds to pay wages. They help to maintain a complex database recording the names of plant and animal species in the area, and help record the impact of controlled burning on the landscape (see Source 5).



Source 5 Modern scientific techniques – such as this satellite image – can be combined with ancient wisdom to better understand and protect the Western Desert. This colour-enhanced image is used to investigate the impact of controlled burning on the spinifex trees and mulga trees of the region.

Source 6 Aboriginal peoples have long understood the importance of fire in the Australian landscape.

2.14 CHECK YOUR LEARNING

Remember and understand

1 In your own words, **define** the term 'custodial responsibility'.

Apply and analyse

2 What world view do you think might be held by somebody who is a Birriliburu ranger? **Explain** why you think this.

3 **Explain** how Aboriginal and Torres Strait Islander concepts of interconnection help manage scarce water resources in arid regions of Australia.

4 **Explain** why land management agencies such as Bush Herritage work with Aboriginal peoples to manage environmental change and challenges.

Evaluate and create

5 What are your beliefs about the natural environment? Where do these beliefs come from?

6 In groups, **discuss** the importance of non-Indigenous groups working with Aboriginal and Torres Strait Islander peoples to manage Australia's land and waters. Share your discussion with the rest of the class.

2.15 Managing salinity

In this topic, you will:

- explain people's choices of methods for managing or responding to salinity
- investigate geographical management strategies for salinity.

Salt is a natural part of the Australian environment. Deposited by salt-laden winds from the sea and from the weathering of rocks, it is a component of most soils. It has been estimated, for example, that in parts of Western Australia the soil typically contains between 170 and 950 tonnes of salt per hectare. Because this salt has accumulated slowly over millions of years, Australia's native vegetation has adapted to the salty soils. The native deep-rooted trees and shrubs soak up much of the rainwater entering the soil. This keeps the water table low in the ground, and means that the salt stays deep in the soil and away from plant roots.

However, changes in the Australian landscape since the arrival of Europeans have significantly altered this system. Large areas of native vegetation have been cleared and replaced by shallow-rooted crops and grasses. This means that much more water is held in the soil and so the water table rises, bringing with it the salt that has accumulated over millions of years. It collects in low-lying areas, killing the introduced plants. As the water evaporates, salt is left at or near the surface, creating large salt pans where nothing can grow (see Sources 7 and 9). The salt also moves across the landscape, turning freshwater streams into salty drains.

In some places, irrigation increases the amount of water in the soil. This also has the effect of raising the water table and bringing salt to the surface.

Salinity is Australia's most serious and widespread land degradation issue, currently affecting 2.5 million hectares of farmland.

Document
Salt pans in Australia

KEY SKILL
Interpreting geographical images

Annotating ground-level photographs

The most common type of geographical photograph is taken at ground level. These are very useful in geography as they can show a small area in more detail than an aerial photograph or a satellite image. For example, the aerial photograph in Source 11 on page 75 shows the extent of salinity over a large area, but it is difficult to see the effects of this salinity on the landscape. In the photographs on these two pages, however, the effects are much more obvious.

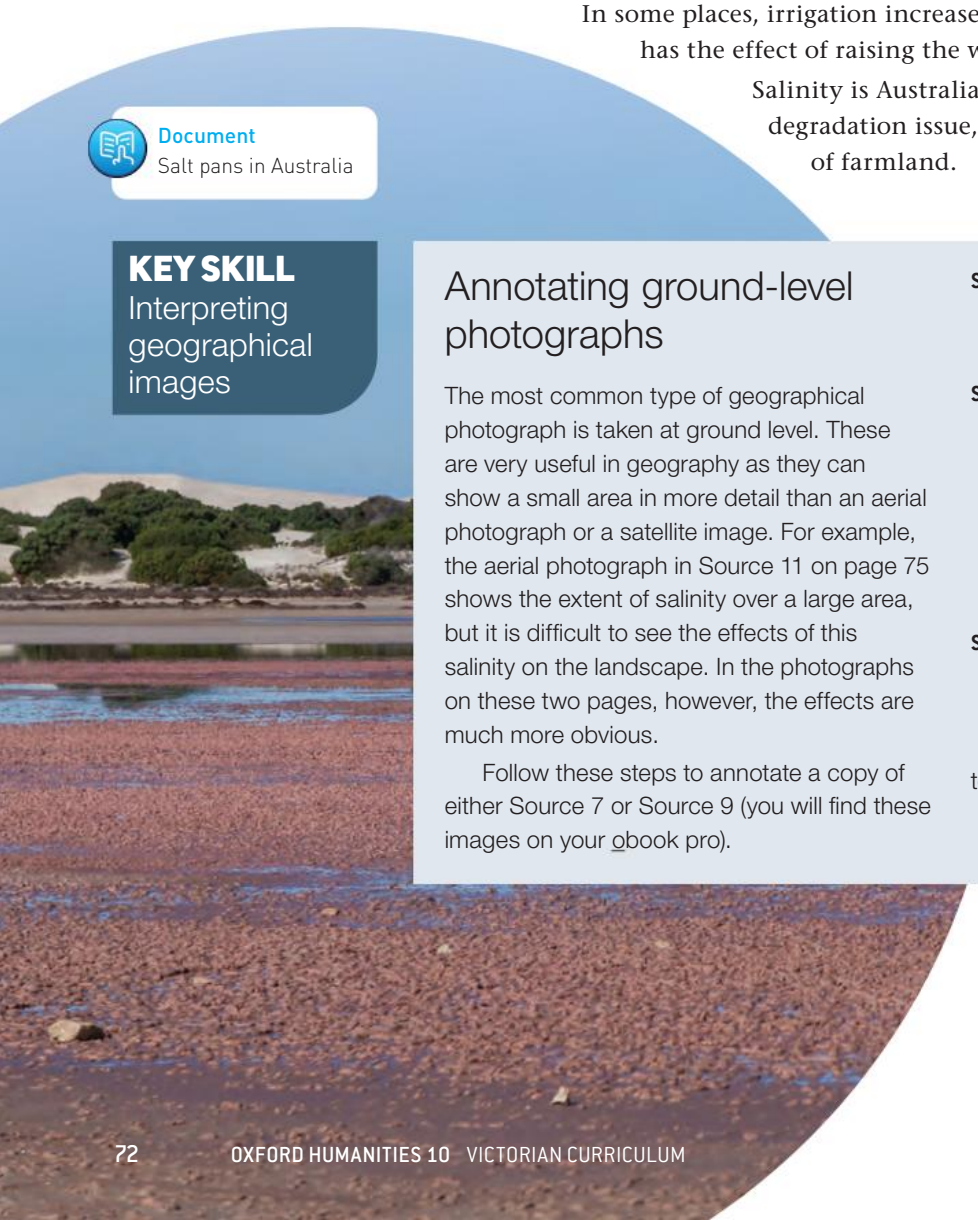
Follow these steps to annotate a copy of either Source 7 or Source 9 (you will find these images on your obook pro).

Step 1 Decide on the focus of your investigation, in this case the impacts of salinity.

Step 2 Add labels such as text boxes and arrows to show key features linked to the focus of your investigation. Source 11 on page 75 is an example of an annotated photograph. Aim for about six labels, each drawing attention to something different.

Step 3 Add a title that includes the focus of your investigation and name of the place in the photograph.

For more information on this key skill, refer to page 26 of 'The geography toolkit'.



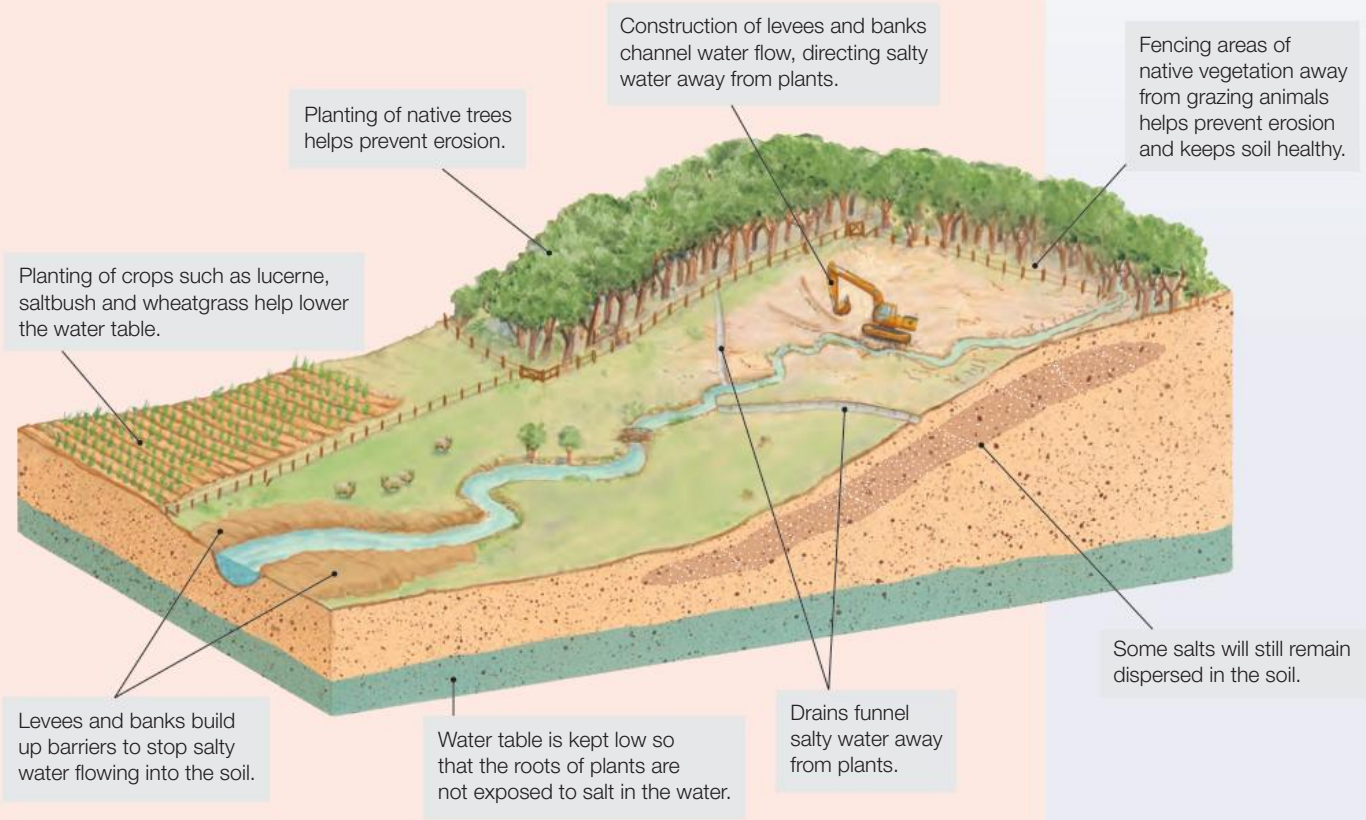
Source 7 A pink salt pan lake in South Australia

KEY CONCEPT
Sustainability

Managing salinity

Many Australian farmers, particularly in Western Australia, have responded to the threat of soil salinity by changing the ways in which they farm the land. Some of these changes have been more successful than others, but all are designed to use the soil in a more sustainable way. Source 8 shows some of the strategies used by farmers to combat soil salinity. The most successful strategy used so far appears to be lowering the level of the water table, which keeps salt in the water away from plants.

For more information on this key concept, refer to page 9 of 'The geography toolkit'.



Source 8 A range of responses and strategies can be used to tackle salinity.

Source 9 Salt rising to the surface in the south-western corner of Western Australia – a region known as the 'wheat belt'

CASE STUDY

Fighting salinity at Toolibin Lake

Toolibin Lake, in the Western Australian wheat belt, is a small ephemeral wetland (meaning it only fills with water occasionally, depending on rainfall).

As one of the last remaining freshwater wetlands in the region, it contains important habitats for a number of plant and animal species, many of which are endangered. In the 1970s, the lake bed began to show signs of increasing salinity, and a large number of trees died. Source 10 shows the distribution of salinity in the area. A geographical investigation found that this was due to the flow of salty water into the lake from surrounding farmland, together with a rising water table.

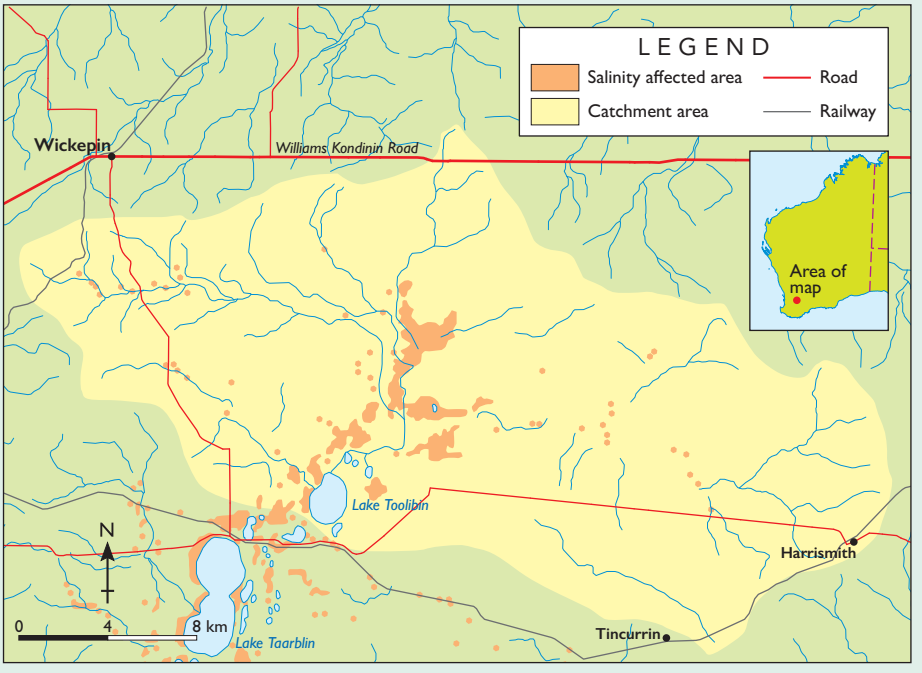
In the 1990s, a number of measures were put in place to lower the water table and reduce the salinity (Source 11). These measures included measuring the salt levels in the stream that flows into the lake and diverting excessively salty water to a nearby lake. Pumps on the lake bed were installed to lower the water table and to remove salty water from the soil. Around the lake, belts of trees were planted to intercept water as it flowed towards the lake and also to help in lowering the water table.

A review of these measures in 2010 showed that the water table had been held below the target of 1.5 metres across most of the lake. However, an analysis of satellite imagery from 1990 to 2009 showed that in some areas of the lake, trees had flourished; but in others, they had continued to decline.

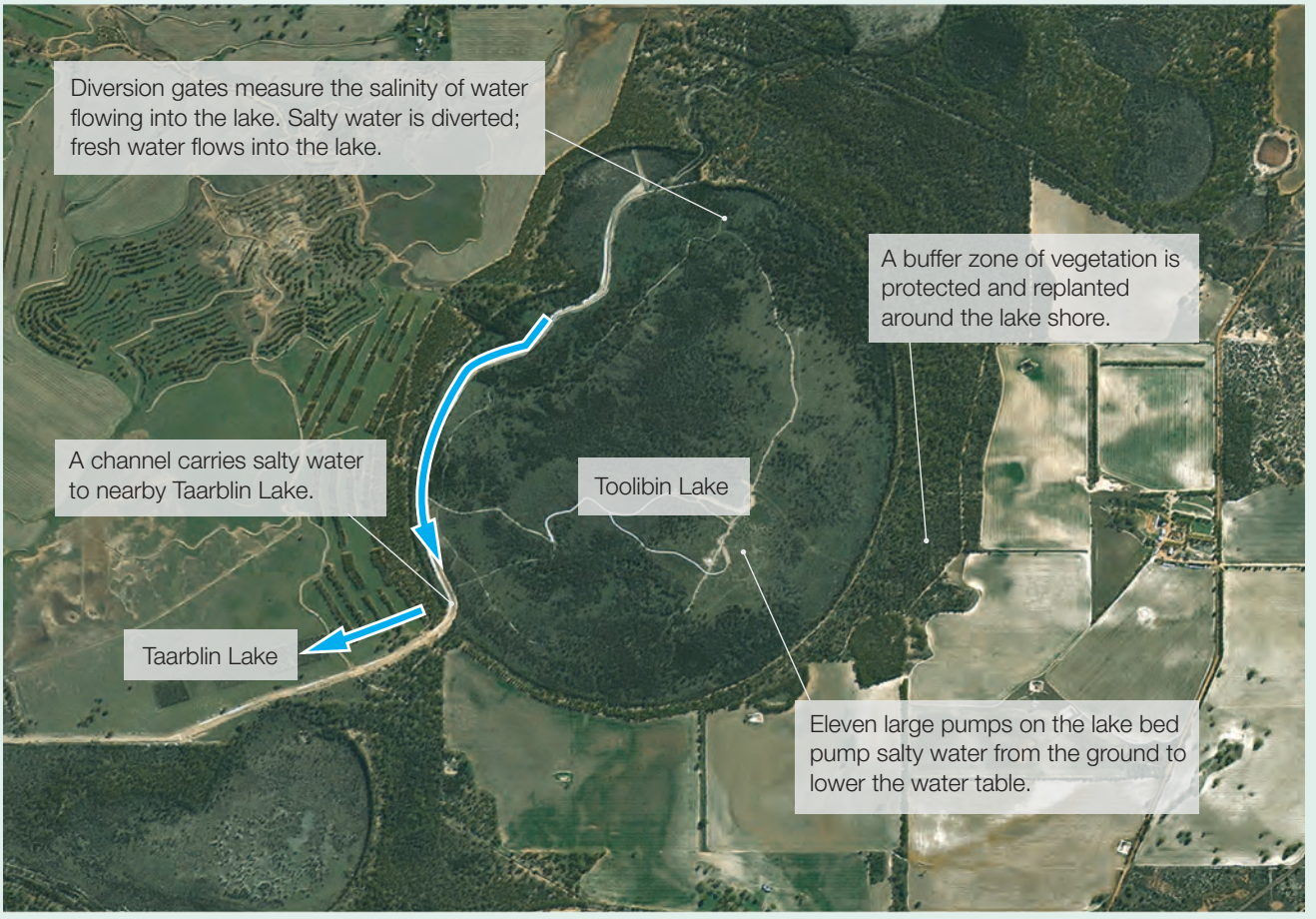
Researchers then examined the ways in which the two dominant tree species, sheoak and paperbark, had responded to changing water and salt levels. They found that the trees had responded in very different ways. New sheoak seedlings were found on the floor of the lake, but the paperbark trees had continued to decline in health and numbers.

This information has been used to develop new management plans for the lake, working with the local Landcare group. Landcare is a national network of thousands of locally based community groups, whose members care for the natural resources of Australia. With regard to Toolibin Lake, much of the work has focused on increasing the number of trees planted on surrounding farms. The farms in the area tend to grow cereal crops, such as wheat. Getting the farmers to plant trees will further reduce salinity across the region.

TOOLIBIN LAKE: AREAS OF SALINITY



Source 10 Source: Oxford University Press



Source 11 An aerial photograph of Toolibin Lake, showing the measures used to lower the water table and reduce salinity

2.15 CHECK YOUR LEARNING

Review and understand

1 **Identify** where salt in the soil comes from naturally.

2 **Outline** how the arrival of European colonisers in Australia affected soil salinity.

3 **Explain** why the water in Toolibin Lake became saltier.

Apply and analyse

4 **Classify** the causes of salinity at Toolibin Lake using the SHEEPT method (see page 23 of 'The geography toolkit').

5 **Examine** Source 10.

- a **Identify** the type of scale used in this map.
- b Using the PQE method (see page 24 of 'The geography toolkit'), **describe** the distribution of salinity around Toolibin Lake.
- c With reference to Source 11, **explain** how salinity is being managed at Toolibin Lake.

Evaluate and create

6 **Research** ways in which farmers throughout the wheat belt may be able to lower the water table and reduce salinity.

7 In small groups, **discuss** why repairing land degradation in the Toolibin Lake area has been so difficult. What do you think this means for repairing the damage of a much larger area, such as the entire Western Australian wheat belt?

2.16 Managing deforestation

In this topic, you will:

- explain people's choices of methods for managing or responding to deforestation
- investigate geographical management strategies for deforestation.

One of the leading causes of land degradation on a global scale is deforestation. Forests have been cleared by humans for thousands of years. Traditionally, this has been done for farming, to clear the way for human settlements and to provide building materials. Today, two key economic realities continue to drive deforestation:

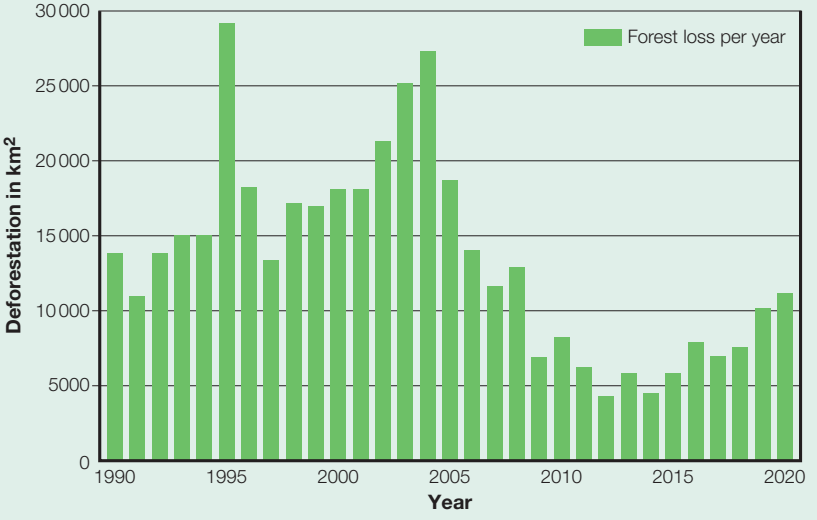
1. Trees grow slowly and other crops, such as soya beans, grow quickly. As populations continue to grow and expand, and people tend to their current needs rather than the needs of future generations, forests continue to be cleared and replaced by farms to provide people with income and food.
2. Many ecosystem services provided by forests – such as absorbing and storing carbon and filtering water – do not have a monetary value and cannot be bought and sold. Produce from farms and timber from forests are easily bought and sold, and so are seen as more valuable to local populations than intact forests.

CASE STUDY

The Amazon rainforest

The Amazon, the world's largest tropical rainforest, provides an example of the changes that are sweeping across many forest biomes today. It is a vast biome, covering an area of more than 5 million square kilometres – roughly the size of Australia. While most of the Amazon rainforest lies in Brazil, it also stretches into seven neighbouring countries, including Peru.

Well known as a biodiversity hotspot due to its large numbers of plant and animal species, the Amazon is now considered to be an environmental hotspot too. Since the 1970s, an area the size of New South Wales has been cleared for other uses, and in recent years, clearing has accelerated (see Source 12). Some climate scientists believe that unless the remaining rainforest is protected, a combination of climate change, droughts, fires and deforestation will gradually turn the rainforest into savanna and grasslands.



Source 12 Annual deforestation of the Amazon rainforest in Brazil

KEY SKILL
Interpreting geographical images

Using satellite images to analyse environmental change

Satellite images are a useful tool for observing change over a large region of the Earth's surface. By examining them closely, you can describe changes that have occurred over time and suggest explanations for these changes.

Step 1 Examine two satellite images taken at the same location at different points in time.

Step 2 Using an atlas, locate the area on the Earth's surface that the satellite images show.

Step 3 Look closely at the image that was taken at the earlier point in time. Describe the natural and human features that you can see.

Step 4 Look closely at the second image. Describe the differences between the first image and the second one.

Step 5 Try to quantify the changes. For example, if there has been deforestation, calculate the area of cleared land shown in each of the images. The difference will give you the area that has changed over time.

Step 6 Suggest an explanation for these changes, based on your observations.

For more information on this key skill, refer to page 16 of 'The geography toolkit'.

Practise the skill

1 The satellite images in Source 13 show a section of the Amazon rainforest surrounding the town of Yurimaguas in north-western Peru in 2001 and 2019. Follow the steps above to describe the satellite images shown, and explain the changes that have taken place in this section of the rainforest over the 18-year period.

Source 13 Two satellite images of a section of the Amazon rainforest surrounding the town of Yurimaguas in north-western Peru – the image on the left was taken in 2001 and the image on the right was taken in 2019. Rivers can be seen as brown ribbons. Light green shading represents farmland and dark green shading shows the rainforest areas.

Source 14 A section of the Amazon rainforest in Brazil that has been cleared for a soy plantation

Explore it!
Take a virtual field trip to the Amazon Rainforest

Managing change in the Amazon rainforest

Many of the world's forested areas have been altered by human activities. It has been estimated that of the 60 million square kilometres of forest that once covered the Earth, only about two-thirds still remain. Each year the world loses about 230 000 square kilometres of forest – most of it converted to farmland to grow food to support growing populations. For reference, the entire state of Victoria is around 227 000 square kilometres in size. While deforestation may seem to be an unstoppable process, there are encouraging signs of change in some regions of the world, including the Amazon rainforest.

By studying satellite images (such as those shown in Source 13), scientists have been able to estimate that 18 per cent of the Amazon rainforest has been lost since 1970. The vast size of the forest, and the types of changes that are taking place there, make it a very difficult environment in which to manage change. There are indications, however, that international cooperation and modern spatial technologies may be helping to slow the rate of deforestation in the Amazon.

Source 15 Tumucumaque Mountains National Park in Brazil is the world's largest tropical forest national park. It is now part of the ARPA program and is protected by law from deforestation.

Amazon Region Protected Areas

The Amazon Region Protected Areas (ARPA) program is the largest tropical forest conservation effort in the world. Led by the Brazilian Ministry for the Environment and funded by a number of organisations – such as the World Bank, the German Government and the World Wildlife Fund – it aims to protect 600 000 square kilometres of rainforest.

Areas suitable for conservation are identified in the forest and then protected from deforestation by Brazilian law. Some of the identified areas have been partially deforested in the past and are now managed by local communities in order to rehabilitate them. This allows the forest to recover.

By 2020, 582 000 square kilometres of the Amazon were protected by law. This figure meant that the Brazilian Government was on target to achieve its goal of tripling the area of the rainforest under protection, compared to levels in 2000.

Modern spatial technologies

The Amazon rainforest is home to hundreds of indigenous tribes who have been greatly affected by deforestation. Because no official records are kept, it can be difficult for indigenous tribes to prove ownership of the land on which they have lived for thousands of years. This situation can make them – and their tribal lands – vulnerable to the influences of outsiders who have an established record of moving in, claiming the land and clearing it for use as farms, mines and dams.

Source 16 A Trio tribesman in Suriname uses a GPS device to help map his forest home.

Modern spatial technologies such as global positioning systems (GPS) and Google Earth are beginning to change this situation. Some tribes, such as the Trio people of Suriname, have been provided with handheld GPS devices and training that allows them to map the area of the forest in which they live. The Suriname Government has begun to recognise these digital maps as official documents that can provide the tribespeople with proof of ownership of the forest.

In Brazil, some tribes are investigating possible threats to their homeland by using the satellite and aerial images on Google Earth. By looking closely at the images they can see changes over time, investigate these and pass on information to government officials. These changes may include expanding soya bean farms, or runoff from a mine changing water quality in streams and rivers.

2.16 CHECK YOUR LEARNING

Review and understand

1 **Explain** why forests are cleared.

2 **Outline** the predictions climate scientists have made for the Amazon rainforest in the future.

3 **Describe** the ARPA program. What are its aims?

Apply and analyse

4 **Explain** how modern spatial technologies have helped to protect forest areas in the Amazon rainforest.

5 **Examine** Source 12.

   a **Describe** the trend in Amazon rainforest loss in Brazil since 1990.

   b Roughly **calculate** the average amount of rainforest lost each year.

6 a **Suggest** what the environmental world view might be of the Trio tribesman in Source 16 and the owner of the soy plantation in Source 14.

   b **Compare** these world views and why you think each of these people might hold them.

Evaluate and create

7 The image in Source 16 was taken near the village of Kwamalasamutu in Suriname. Use Google Earth to locate this village, and then zoom out to investigate changes such as deforestation nearby.

8 Imagine that the Brazilian Government decided to ban forest clearing and instead encouraged people to replant the forest.

   a **Suggest** how this decision would affect ecosystem services and the Brazilian economy.

   b Is this likely to happen? **Justify** (give reasons for) your answer.

2.17 Challenges to sustainability

In this topic, you will:

» discuss the extent to which environmental change is a problem that should be managed by humans.

sustainability
the ongoing capacity of Earth to maintain all life

Virtually all human activities impact on the natural environment in some way, but humans can reduce these impacts by using the Earth's resources sustainably. The concept of **sustainability** relates to the ongoing capacity of the environment to support all living things into the future. The sustainable use of resources such as fossil fuels, forests and oceans is about carefully managing these resources so that they meet the needs of today without compromising the ability of future generations to do the same – put simply, it is about using the Earth's resources at levels that allow the planet to replace or replenish them naturally. This is a particularly important concept when we consider our use of natural resources that supply us with food and water, such as forests, rivers, the oceans and farmland. If resources are used sustainably, the quality of the environment is maintained and the resources will continue to provide for future generations.

CASE STUDY

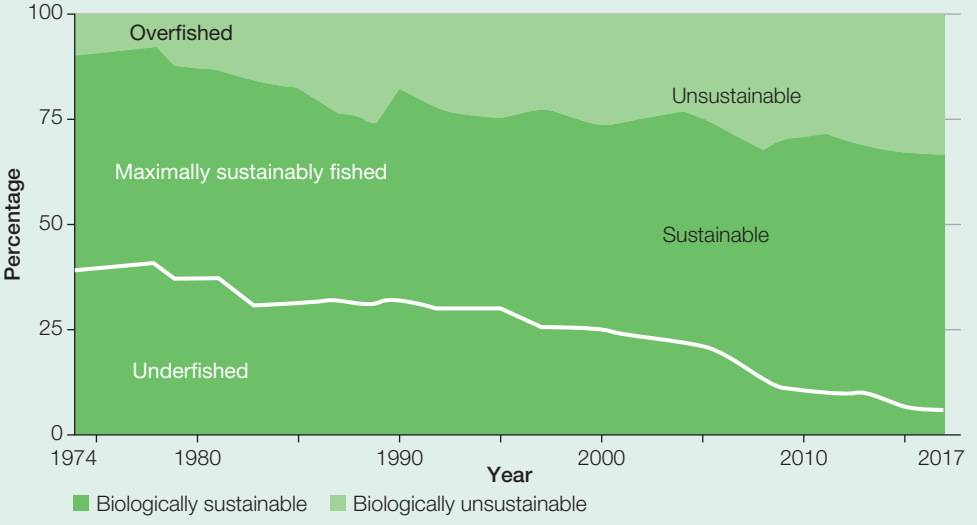
The fishing industry and world fish production

Fish are a vital food resource, providing over 15 per cent of the animal protein eaten each day by 3 billion people. Currently, about 600 million people are employed in the fishing (fish catching) or aquaculture (fish farming) industries.

Many of the world's fish species, however, have been fished beyond sustainable levels and their numbers are now in serious decline (see Source 18). More than one-quarter of the species investigated by the United Nations are described as being 'overfished' and have no potential for increased production in the future. Most fish species are described as being 'maximally sustainably fished'. This means that they are currently being fished at the limit of their sustainable level.

Unsustainable levels of fishing are being driven by the food demands of an increasing world population and by modern fishing techniques. These techniques include using spotter planes and GPS to locate large schools of fish, fishing in deeper waters and dragging huge nets along the ocean floor. Fewer and fewer fish are now surviving to adulthood, because they are being caught and eaten as juveniles, before they have had a chance to breed and produce more fish. This means that the fish being caught are not being replaced.

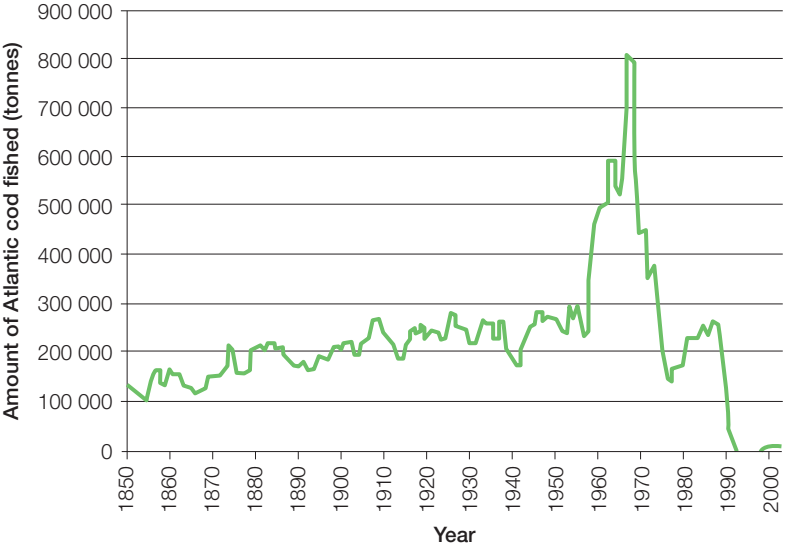
Source 17 These Bluefin tuna are caught in the Mediterranean Sea and then fattened in cages, before being shot, frozen and shipped to Japan to become sushi. Remaining stocks of wild tuna are listed as endangered species, but little is being done to protect them.



Source 18 Global trends in world marine fish species supplies since 1974
Source: Food and Agriculture Organization of the United Nations

A warning from the past: The disappearing Atlantic cod

The people of the north-western United States and Canada have fished the coastal waters of the Atlantic Ocean for hundreds of years. The most prized fish of their catch is the Atlantic cod, which once existed in vast numbers. Up until the mid-1950s, around 300 000 tonnes of Atlantic cod were caught each year in the region's waters. By the middle of the 1960s, large-scale fishing trawlers, using vast nets and mechanical winches, were catching 100 tonnes of Atlantic cod an hour. By 1968, the amount caught peaked at more than 800 000 tonnes, before the Atlantic cod population collapsed. Despite attempts to protect the remaining cod in the past few decades, the population has never recovered (see Source 19).



Source 19 The amount of Atlantic cod fished off the east coast of Newfoundland, Canada, 1850–2000

Making fishing sustainable

In more recent times, countries such as Australia, New Zealand and the United States have put in place fisheries management plans to make their fishing industries sustainable and to ensure good numbers of fish in the ocean in the future. These plans monitor fish populations and place quotas on the fishing industry, limiting the numbers of fish that can be caught. The plans have proven very effective at increasing and maintaining fish numbers.

Consumers can also play a part in ensuring the sustainability of fish supplies by choosing to only eat fish that have been farmed or caught in sustainable ways. Organisations such as the Australian Marine Conservation Society provide lists of fish that are safe to eat and fish that you should avoid because they are endangered.

Map it!
Australia: Water quality

2.17 CHECK YOUR LEARNING

Review and understand

1. In your own words, **define** 'sustainability'.
2. **Explain** why the history of Atlantic cod fishing is an example of unsustainable resource use.

Apply and analyse

3. Annotate a copy of Source 19 to describe the important trends and changes in the numbers of Atlantic cod caught off the east coast of Newfoundland, 1850–2000.

Evaluate and create

4. Aquaculture is seen by many as the best way of providing fish for human consumption in the future. **Research** this booming industry. Do you see this as a sustainable alternative to traditional fishing?
5. **Construct** your own line graph to explore global trends in fish supplies into the future.
   - a Draw up a set of axes: the vertical axis (*y*-axis) should show the percentage of fish species from 0 to 100 per cent. The horizontal axis (*x*-axis) should show the year from 1974 to 2050.
   - b Copy the line showing fish species that are 'overfished' from Source 18 onto your graph.
   - c Based on the trend from 1974 to 2017, continue this line in a different colour to show the likely trend until 2050.
   - d **Describe** the trend shown on your completed graph. If your prediction turns out to be true, what will this mean for the fishing industry and consumers around the world?

2C RICH TASK

Quizlet
Revise the key terms you have learnt so far.

Climate change and the Saami people

One of the largest indigenous groups in the Arctic region is the Saami peoples of northern Scandinavia. Numbering around 70 000 people and living in one of the world's harshest environments, many Saami groups rely on traditional reindeer herding for their livelihood. They migrate north in spring and summer, and south in winter to find sufficient food, such as grass and small shrubs, for their herds. A typical herd is made up of several thousand reindeer. Typically, Saami herders will travel hundreds of kilometres a year with their herds.

Source 20 Part of a reindeer herd in Troms County, Norway

Source 21 A Saami man moves his reindeer herd north in spring.

As the temperature warms, this traditional way of life is under threat. While it might seem that warmer temperatures would bring better grazing conditions to the frozen Saami lands, the opposite is true.

Warmer winter temperatures melt the snow, turning it to water. It then refreezes as a layer of ice, which the reindeer cannot penetrate to reach the lichen (their food source) below. This ice is known as *cuokke* to the Saami peoples and can result in their herds starving to death.

One method used by the Saami peoples to combat this has been to keep herds in pens, and feed them hay and straw. However, this food is expensive and difficult to find.

These changing conditions may bring an end to the Saami's nomadic way of life which has existed for thousands of years.

KEY SKILL
Communicating & reflecting

Proposing a management strategy in response to an environmental change

Follow these steps when proposing a strategy to respond to environmental change:

Step 1 Research the environmental change. This may take the form of a primary investigation such as fieldwork, or a secondary investigation such as researching journals, newspapers, websites and books. As with all secondary sources, make sure that the sources you use are reliable, and use a variety of sources to help combat bias. It is a good idea to take notes from your sources in a research table, like the one below.

Step 2 Investigate the ways in which communities have responded to similar changes in other places.

Step 3 In groups, brainstorm a wide range of possible strategies to respond to the environmental change. The aim here is not to decide which would work and which would not, but to unlock as many possible responses as you can.

Step 4 Sort your proposed strategies into those that respond to the causes of the change and those that respond to the effects. Rank the two lists in order, according to how well you feel they respond to the environmental change.

Step 5 Select the strategy that you believe best responds to the environmental change. Write a proposal recommending the adoption of this strategy, including:

- a background to the environmental change, including a location map of the place you have investigated
- an outline of your proposed strategy; you may like to use diagrams, sketches and photographs to support your proposal
- a discussion of why you believe this is the best response, using TEEL paragraphs; here, include evidence from your research in steps 1 and 2 to support your proposal
- a brief outline of the possible barriers to implementing this strategy; you may also like to include suggestions for overcoming these barriers
- a bibliography of your source material.

For more information on this key skill, refer to page 13 of 'The geography toolkit'.

Source of information for bibliography	Notes on drivers of the environmental change		Impacts of the environmental change	
	Direct drivers	Indirect drivers	Impacts on the natural environment	Impacts on the human environment

Practise the skill

1 Follow the steps above to suggest a management strategy to respond to the problems faced by the Saami peoples.

Extend your understanding

1 Select one of the other environmental changes described in this chapter, such as:
- soil erosion
- desertification
- salinity
- air, land or water pollution
- ecosystem collapse
- loss of biodiversity
- overfishing.

Complete the steps in the key skill to research the change and suggest a management strategy.

2 CHAPTER REVIEW

Review questions

2A What is environmental change?

1. **Explain** how human activities such as farming are changing the world's soils. (3 marks)
2. Using one specific example, **describe** how fresh water supplies are being degraded in the world today. (2 marks)
3. **Compare** water degradation, soil degradation and air degradation. Include two features they all share and two features that are unique to each. (5 marks)

(Total: 10 marks)

2B What factors influence environmental change?

1. **Outline** why ecosystem services are important to humans. (2 marks)
2. **Summarise** the changes that have occurred to biodiversity in the past 200 years. In your summary, identify some of the causes of these changes. (2 marks)
3. Identify three direct and three indirect drivers of climate change. **Explain** how changes to the climate are impacting ecosystem services. (6 marks)

(Total: 10 marks)

2C How are we responding to environmental changes?

1. **Outline** two of the different world views that people have about the natural environment. (2 marks)
2. With reference to one specific example, **explain** how traditional indigenous views of the natural environment are helping land and water managers respond to environmental change. (3 marks)
3. The Amazon rainforest has experienced a great volume of deforestation. Identify and **analyse** the responses to deforestation in this region. (5 marks)

(Total: 10 marks)

Review activity

Read the information and examine Sources 22 and 23, then answer the questions below.

Dam busters

In the north-western United States, two large dams are being torn down, piece by piece. For nearly 100 years there have been hydroelectricity dams on the Elwha River in Washington state, but in 2011 excavators mounted on barges began dismantling them.

Most of the Elwha River runs through the Olympic National Park. Studies on the impact of the dams found that natural ecosystems had significantly declined in quality and capacity as a result. The greatest impact was on the Chinook salmon, whose migration to spawning rivers had been blocked. This resulted in a 70 per cent decrease in spawning sites (where salmon reproduce). As a result, the river fertility decreased, reducing the amount of food available to wildlife – for example, bears – in the national park. By removing the dams, it is hoped that the natural ecosystems will be restored.

1 **Outline** the impact of the original dams on the ecosystem services in the region. (2 marks)

2 **Identify** three reasons why the dams have been removed. (3 marks)

3 **Examine** Source 22.

   a **Identify** the type of scale used in this map. Then, use the scale to estimate the distance between the Elwha and Glines Canyon Dams. (2 marks)

   b **Identify** the direction in which the Elwha River flows between these two dams. Support your answer with evidence from the map. (2 marks)

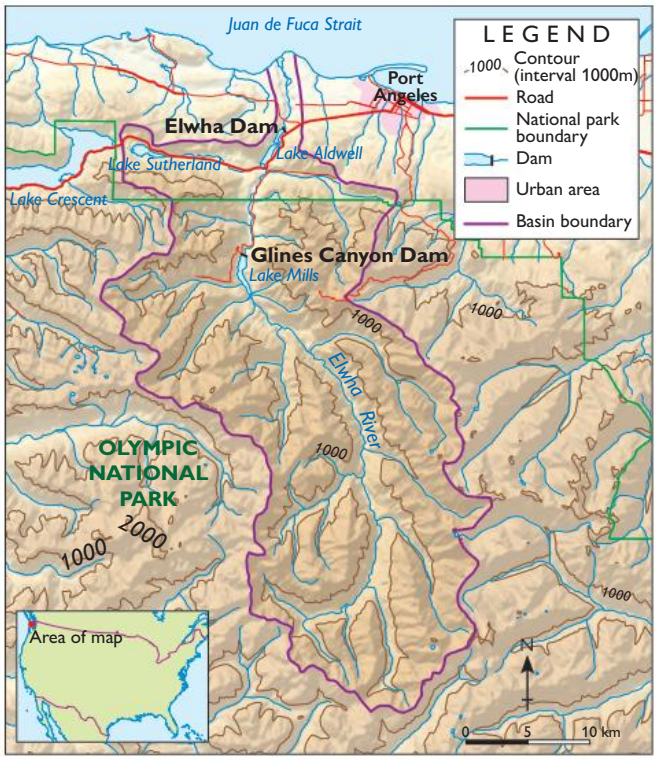
   c Use evidence from the map to **explain** the ways in which the dams impacted the water resources in this region. (3 marks)

   d Use the contour lines on the map and Source 23 to **describe** the topography (shape of the land) in this region. (2 marks)

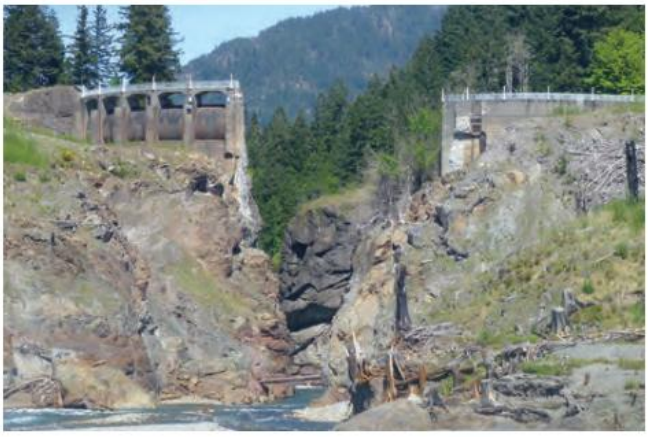
4 In a carefully worded paragraph, **analyse** how the removal of these dams is an example of the geographical concept of sustainability. (6 marks)

(Total: 20 marks)

ELWHA RIVER: FORMER LOCATIONS OF THE ELWHA DAM AND THE GLINES CANYON DAM



Source 22 Source: Oxford University Press



Source 23 The Elwha Dam has been removed.

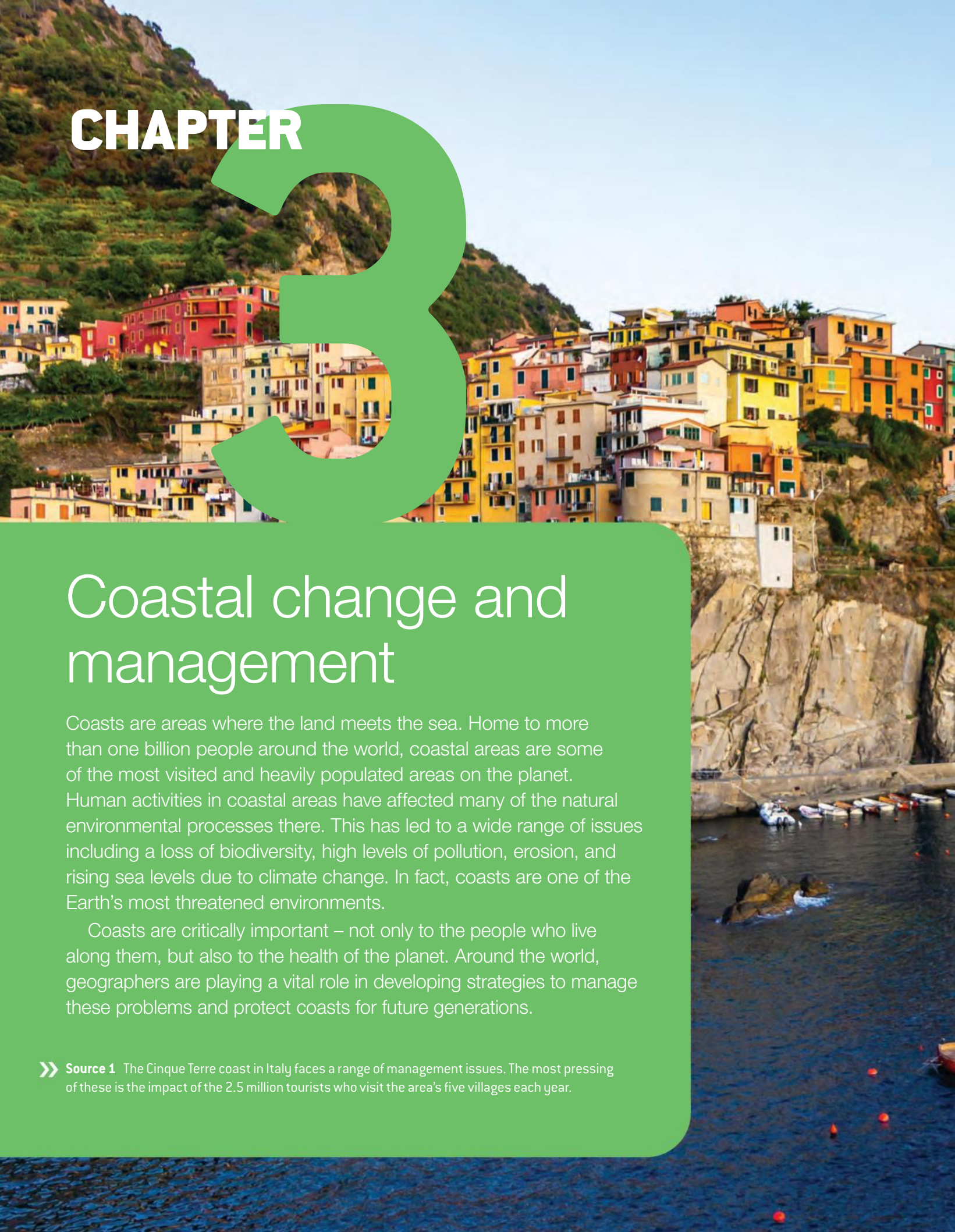
Check your Student obook pro for these digital resources and more:

Student book questions Chapter 2

Key skill worksheet Communicating & reflecting: Chapter 2

Quizlet Play a game of Quizlet on Changing and managing the environment.

Chapter review quiz Chapter 2



CHAPTER 3

Coastal change and management

Coasts are areas where the land meets the sea. Home to more than one billion people around the world, coastal areas are some of the most visited and heavily populated areas on the planet. Human activities in coastal areas have affected many of the natural environmental processes there. This has led to a wide range of issues including a loss of biodiversity, high levels of pollution, erosion, and rising sea levels due to climate change. In fact, coasts are one of the Earth's most threatened environments.

Coasts are critically important – not only to the people who live along them, but also to the health of the planet. Around the world, geographers are playing a vital role in developing strategies to manage these problems and protect coasts for future generations.

Source 1 The Cinque Terre coast in Italy faces a range of management issues. The most pressing of these is the impact of the 2.5 million tourists who visit the area's five villages each year.

3A
How is the coastal environment changing?

3B
How can coastal changes be managed?

3C
How can geographers help to manage coastal changes?

3.1 Change in coastal environments

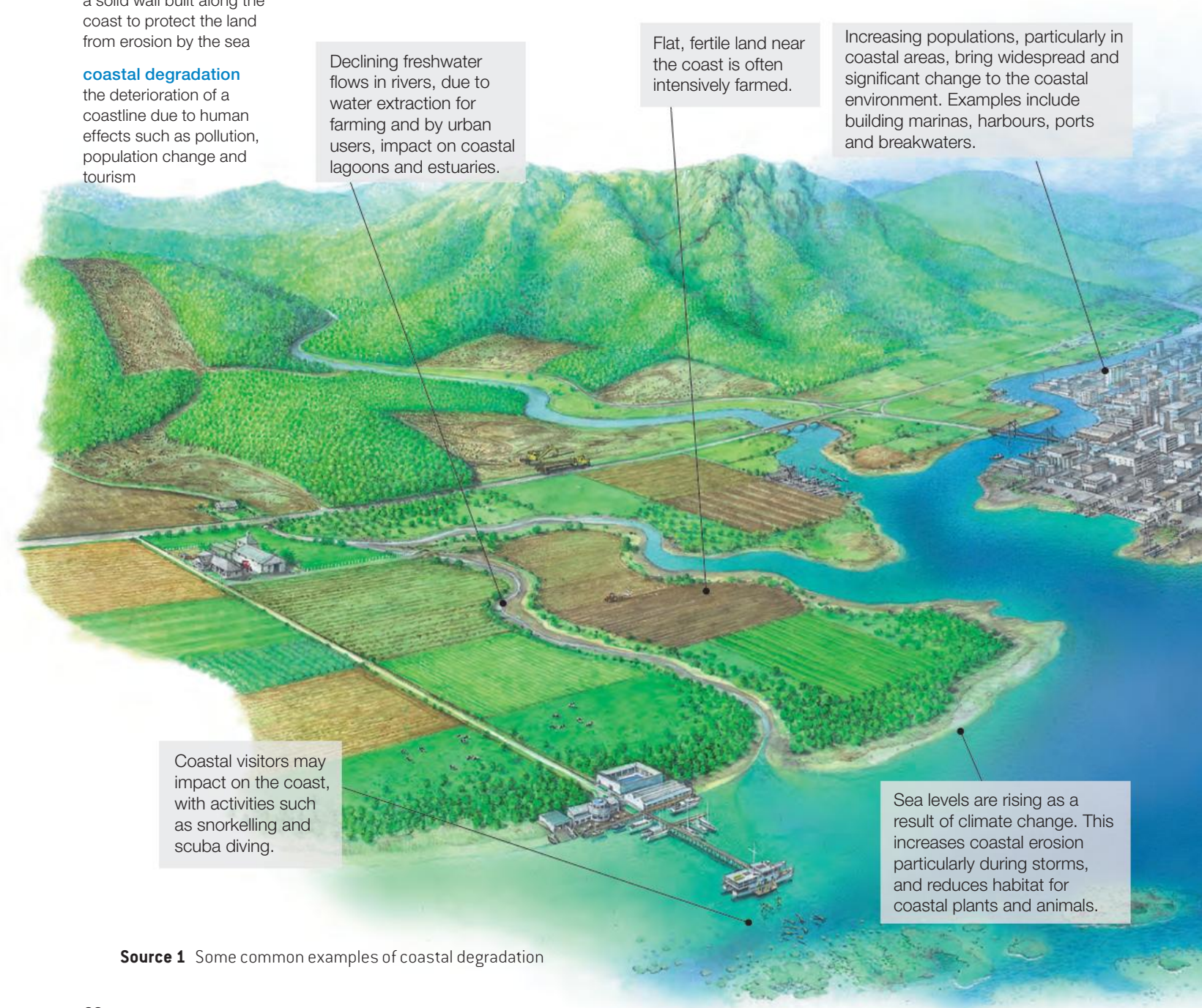
In this topic, you will:

» identify and describe the changing features of coastal environments.

sea wall
a solid wall built along the coast to protect the land from erosion by the sea

coastal degradation
the deterioration of a coastline due to human effects such as pollution, population change and tourism

Coasts are very dynamic places – they are constantly changing. Crashing waves, strong currents, tidal waters and hazards (such as storms and tsunamis) all transform coastal environments. People also bring about many changes to these environments. From simple activities, such as walking between villages on the Cinque Terre coast (see Source 1 on the previous page), to complex activities, such as the construction of shipping ports and **sea walls**, humans have serious effects on coastal areas. In many cases, these activities are responsible for **coastal degradation**.



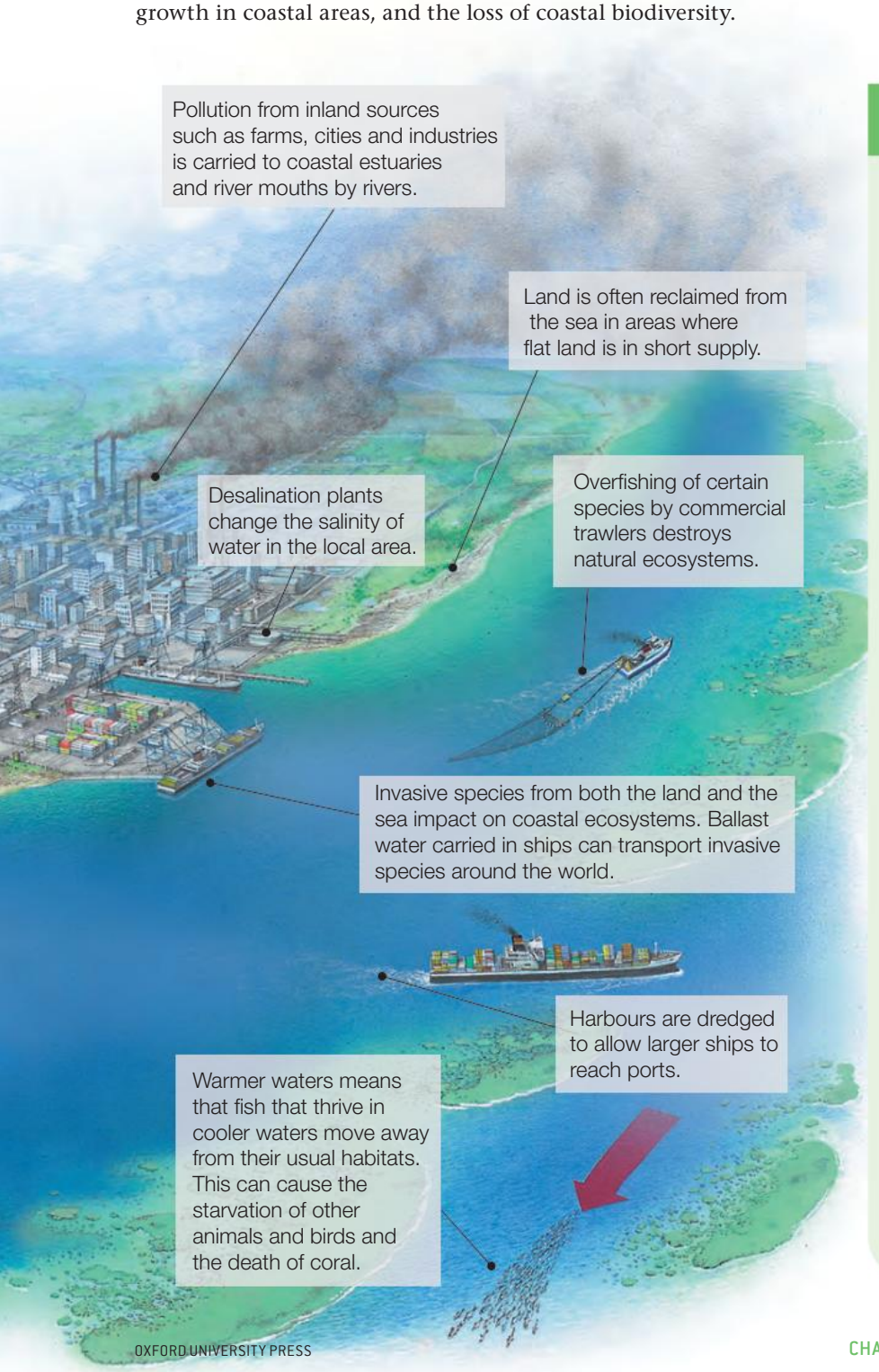
Source 1 Some common examples of coastal degradation

Coastal degradation can be observed on many scales. It may be local, such as when litter is dropped on a popular holiday beach, or regional, such as when an oil spill washes ashore along hundreds of kilometres of coastline. The effects of coastal degradation are varied and can include the loss of plant and animal species, or the arrival of an **invasive species** that permanently affects **biodiversity** in the area. Examples of coastal degradation can include sand dunes being washed into the sea and changing the coastline, or blooms of toxic algae damaging the marine environment. Source 1 provides an overview of some common forms of coastal degradation.

Over the course of this chapter, we will be exploring some of the changes that are having the greatest impact on coastal environments. These include climate change, population growth in coastal areas, and the loss of coastal biodiversity.

invasive species
a plant, animal or other organism that is not native to an area and whose introduction has negative effects on its new environment

biodiversity
the variety of living organisms (e.g. plants, animals, bacteria and fungi) found in an environment



3.1 CHECK YOUR LEARNING

Review and understand

1 **Identify** two of the changes currently affecting coastal environments.

2 Are coastal environments close to cities more at risk from degradation than those in remote areas? **Explain** your answer.

Apply and analyse

3 The three main indirect drivers of environmental degradation at the coast are climate change, population growth and economic growth. Look closely at Source 1.

- a **Classify** each of the examples of coastal degradation shown according to one of these three drivers.
- b Are there any changes to the environment in Source 1 that could not be classified in this way? **Explain** your answer.
- c **Identify** the type of driver that appears to be responsible for most of the changes shown.
- d **Classify** each of the changes shown according to whether they are taking place on a local, regional, national, international or global scale.

4 **Apply** the geographical concept of interconnection and describe the links between changes on the land and changes at the coast.

Evaluate and create

5 a Select one of the causes of coastal degradation shown in Source 1. **Suggest** one strategy to solve the problems this creates.

- b **Evaluate** the strengths and weaknesses of the strategy that you proposed in question 5a.

3.2 Natural coastal processes

In this topic, you will:

- develop your understanding of the natural processes that shape and change coastal environments
- evaluate the effects of environmental change on these natural processes.

While this chapter focuses primarily on the ways in which human activities bring about changes to coastal environments, it is important to remember that natural processes are also constantly shaping and changing the coast. Rocks are eroded and material such as sand is transported by the energy of waves, tides and currents, creating a dynamic landscape that is constantly evolving. All this change means that coasts are very complex environments to study and understand.

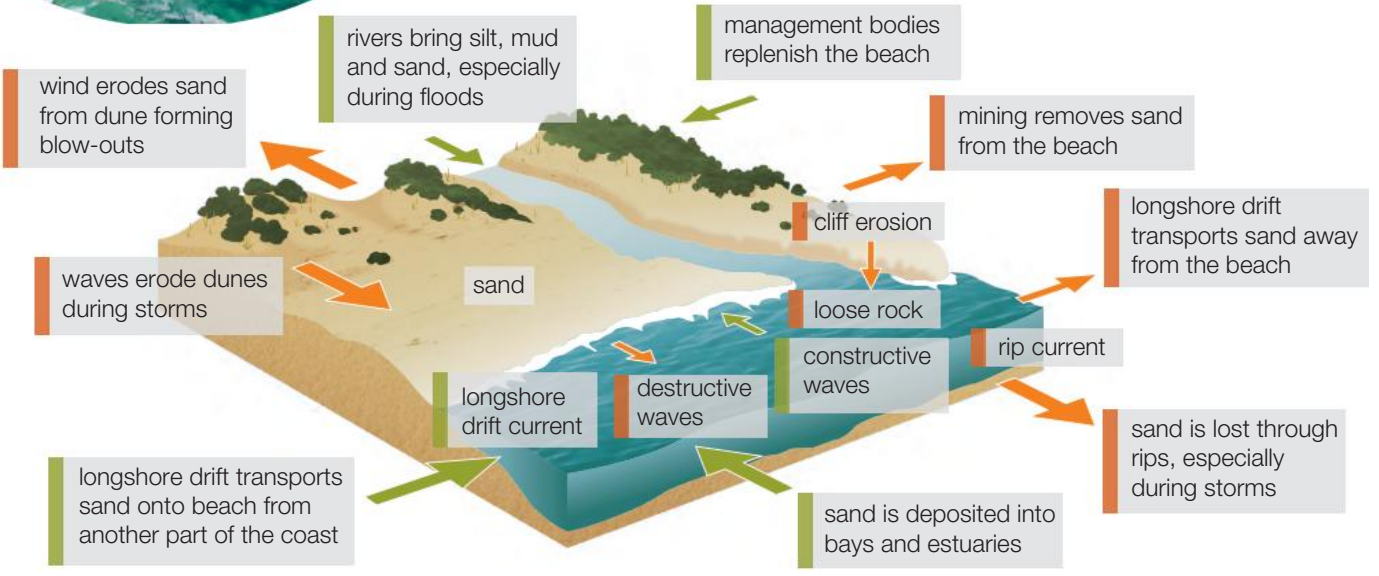
A dynamic balance

Geographers often use models – such as the systems model – to understand environments, study the relationships between environments, and learn more about the intricate forces that cause changes.

To apply a systems model to a coastline, each individual **landform** is considered to be a separate compartment. Energy (such as wind and waves) and matter (such as water and sand) are studied as they arrive at and leave each compartment. Arriving energy and matter are referred to as inputs, and leaving energy and matter are outputs.

If the inputs of matter are greater than the outputs, then landforms – such as dunes and **spits** – increase in size and the coast grows outwards. If the outputs are greater than the inputs, then landforms decrease in size and the coast retreats (see Source 3).

Source 2 Cape Byron, the easternmost point on the Australian mainland, is a dynamic coast. On the eastern side of the cape, large waves are eroding the coast, while on the more sheltered western side, smaller waves are depositing sand on a series on beaches.



Source 3 How natural processes change coastal environments; green arrows represent inputs while orange arrows represent outputs.

Dynamic equilibrium

Energy inputs on the coast – the waves and wind – often erode and transport matter, particularly sand. When matter is transported, the shape of the beach changes. When inputs and outputs are in balance, the shapes of landforms remain unchanged. This is known as dynamic equilibrium. When dynamic equilibrium does not exist, inputs and outputs do not remain in balance, and the landscape changes.

During a storm, energy inputs increase and so erosion occurs. Matter – such as sand and rock – is eroded and transported offshore, and the shape of the beach changes. Once the storm ends and the energy inputs return to 'normal' again, dynamic equilibrium returns. The beach will remain unchanged for as long as the energy inputs remain constant.

For more information on this key concept, refer to page 11 of 'The geography toolkit'.

Source 4 In July 2020, a series of storms hit the east coast of Australia, eroding large areas of coastline. In the town of Wamberal, New South Wales, several homes had their foundations washed away and became uninhabitable. These storms are an example of how the dynamic equilibrium in this environment was disrupted by an increase in energy.

KEY CONCEPT
Change

landform
a natural geographical feature or shape on the Earth's surface (e.g. a dune, hill, valley, beach or cave)

spit
a narrow, low-lying tongue of sand or other eroded material attached to the coastline at one end

erosion
the wearing away of the Earth's surface by water, wind and ice

Key skill worksheet
Conducting fieldwork: Measuring longshore drift

3.2 CHECK YOUR LEARNING

Review and understand

1 **Identify** the main energy and matter inputs in coastal environments.

Apply and analyse

2 **Apply** a systems model to describe the changes that are taking place in Source 2.

3 Look at Source 4.
   - a **Identify** and describe the evidence present for the movement of sand.
   - b **Explain** how this movement has changed the shape and location of the coastline.
   - c **Describe** evidence in this photo that shows people have tried to control the movement of sand.

4 Select a coast that you know well (or one that you have visited on a field trip). **Describe** the energy and matter inputs and outputs in this environment and explain how these have shaped the coastline. (For example, a series of sand dunes may have been formed by low-energy waves bringing sand from a river mouth.)

Evaluate and create

5 While many coastlines were heavily eroded by the east coast storms in 2020, others hardly changed.
   - a Brainstorm some reasons why variations exist in the way coasts change.
   - b **Rank** your reasons from the one most likely to explain these variations to the one least likely. Justify (give reasons for) your rankings.

6 **Create** a field sketch of Source 2. On your sketch, label the individual compartments that geographers would study.

3.3 Climate change and coasts

In this topic, you will:

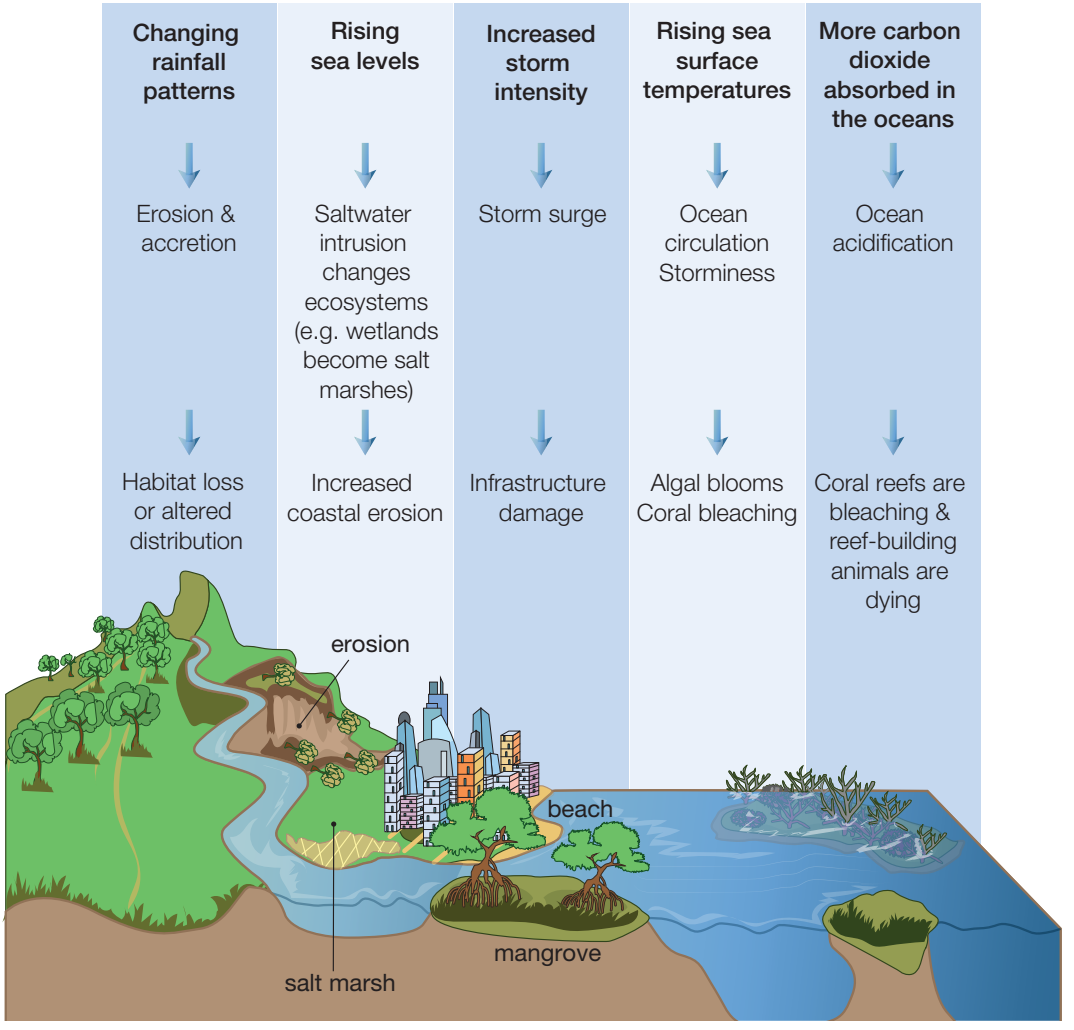
» describe the causes and consequences of climate change on coastal environments.

climate change
a change in global or regional climate patterns; in particular, a change apparent from the mid to late twentieth century onwards and attributed largely to the increased levels of atmospheric carbon dioxide produced by the use of fossil fuels

The world's climate is changing. Human activities such as land clearing and fossil fuel burning have increased the amounts of carbon dioxide in the atmosphere. This is leading to a global increase in the temperature of both the atmosphere and ocean.

Coastal systems are undergoing greater change than virtually any other environment. As the interface between the land and the sea, coasts face pressures from changes in both of these places. Source 5 summarises the effects of **climate change** on coastal areas.

One of the greatest concerns for Australian coastal areas is the rising of sea levels.



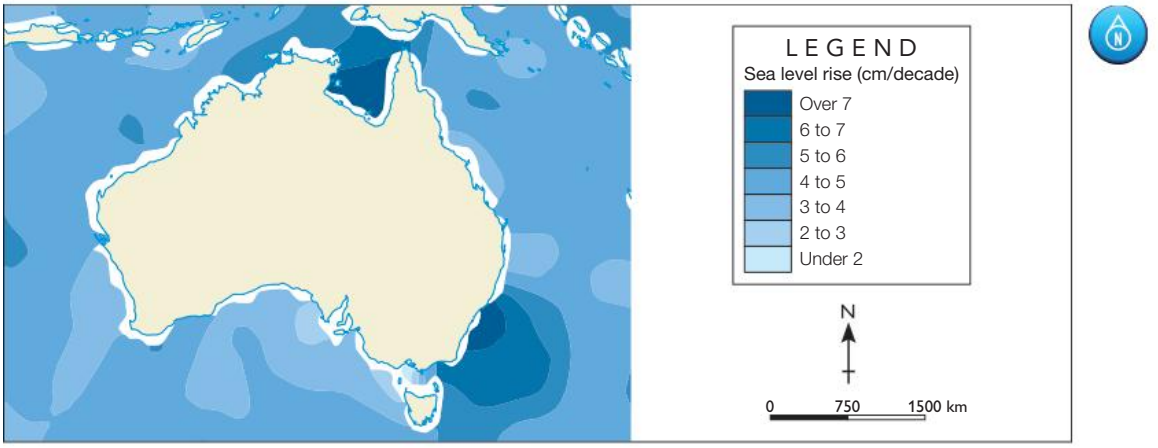
Source 5 The influence of climate change on the coast

Australia's rising seas

It can be difficult to convince people that sea levels are rising. This is because ocean and coastal waters are constantly changing, as waves, tides and currents keep them in movement. Also, sea levels are rising very slowly.

This does not mean that they are *not* rising. In fact, sea levels have been rising for at least a century. Scientists use a combination of tide gauges and new technologies such as satellite altimeters (instruments used to measure altitude) to monitor and measure sea level changes. These measures show that sea levels have risen by about 30 centimetres since 1900, with about one-third of that rise occurring since the year 2000.

AUSTRALIA: SEA LEVEL RISE, 1993–2019



Source 6 Sea levels have risen around Australia.

Source: Oxford University Press

The physical impact of rising seas

An Australian Government report in 2011 stated:

> Sea levels are rising around Australia. A sea-level rise of a metre or more during this century is plausible. It could be less or much more. Between 16 000 and 250 000 individual homes are potentially at risk of inundation from a 1.1 metre rise in sea level.

As well as the risk to homes situated on the coastline, rising sea levels are causing:

- an increase in the erosion of beaches, with some beaches at risk of disappearing completely
- an increase in the incidence of flooding in low-lying coastal areas
- salt water to enter coastal aquifers, destroying freshwater sources
- an increase in the severity of extreme weather events such as cyclones, bringing with them increased incidences of serious storm damage.

Coastal squeeze

As sea levels rise, important coastal **ecosystems** such as mangroves and salt marshes respond by retreating inland. However, in many places, sea walls and other coastal structures mean they cannot move and are therefore trapped in a narrowing strip of land. This process is known as coastal squeeze. It has led to healthy salt marshes and mangrove forests – which are highly effective natural barriers to erosion – being killed off by built structures that, in many cases, are much less effective at controlling erosion.

ecosystem
a complex community made up of living organisms that interact with each other and with their environment

Weblink
Coastal Risk Australia

3.3 CHECK YOUR LEARNING

Review and understand

1. In your own words, **define** coastal squeeze. What causes this problem?
2. **Explain** why coastal erosion is expected to increase as sea levels continue to rise.

Apply and analyse

3. Look closely at Source 6. **Describe** the regions of Australia that experienced the greatest rises in sea levels from 1993 to 2019.
4. **Create** four further annotations for Source 5. They should provide additional examples of the impacts that rising sea levels and sea surface temperatures will have on natural and human environments.
5. Visit the Coastal Risk Australia website (a link can be accessed via your obook pro) and use its maps to:
   a. **identify** the predicted sea level rise in a capital city or region of your choice
   b. **describe** what impacts the predicted sea level rise by 2100 would have.

3.4 The impact of climate change on the Great Barrier Reef

In this topic, you will:

» examine the impact of climate change on Australia's Great Barrier Reef.

Queensland's Great Barrier Reef (GBR) is not only one of the world's most beautiful natural treasures, but also one of its most important. Extending over 2300 kilometres and 14 degrees of latitude, the reef contains over 2900 separate coral reefs and some of the world's most extensive mangrove and seagrass ecosystems. But the combined effects of a changing climate – rising sea temperatures, rising sea levels, **ocean acidification** and extreme weather events – are causing problems for this remarkable natural environment.

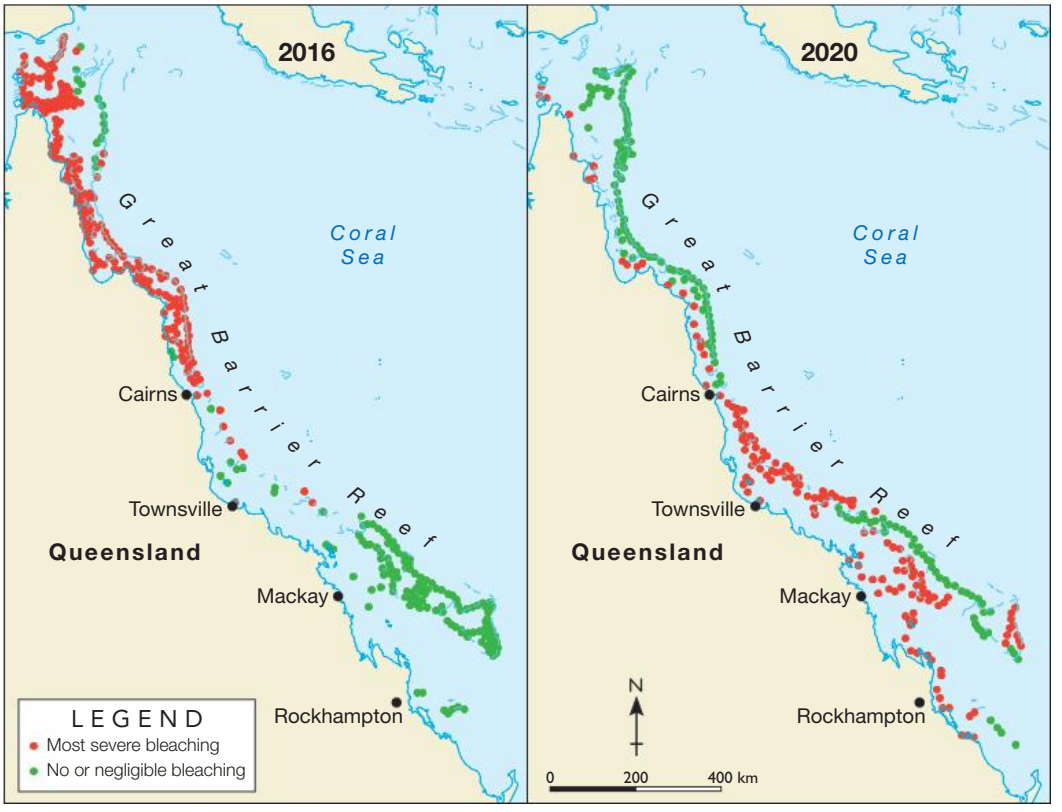
ocean acidification the ongoing decease in the pH level (a measure of acidity and alkalinity) of the Earth's oceans, caused by the uptake of carbon dioxide from the atmosphere by the water

Key skill worksheet
Analysing maps: Analysing change over time

Rising sea temperatures

The GBR lies in the Coral Sea off the Queensland coast. Studies show that the current temperatures of this sea are warmer now than at any time over the past 300 years. On average, temperatures are 1.0°C warmer than they were in the late 1800s. As average temperatures rise, warm weather events heat the sea surface to a temperature that coral polyps (the tiny organisms that construct the coral reef) cannot tolerate. The coral polyps feed on algae, but the warmer water temperature causes a build-up of poisons in the algae. To survive, the polyps expel the algae on which they feed, as well as some of their own tissue. This process turns the coral white and is known as coral bleaching.

MASS BLEACHING EVENTS ON THE GBR IN 2016 AND 2020



Source 7

Source: Oxford University Press

In 2016, a mass bleaching event associated with a marine heatwave killed over a quarter of the GBR's coral. A similar heat wave occurred in 2020 (see Source 7). As bleaching events become more frequent, the corals will not have time to recover and whole reef ecosystems will collapse (see page 50 for more information on Australia's collapsing ecosystems).

Source 8 An example of mass coral bleaching on the GBR

Rising sea levels

As the climate warms, land ice is melting. The water from this melting ice ends up in our oceans. Rising sea temperatures are also causing the ocean to expand because of the warmer water.

In the Coral Sea, sea levels are rising by about 3 millimetres per year. This is expected to have little impact on the coral reefs as they can grow upwards by about 6 millimetres per year. Surrounding ecosystems, however, are likely to be severely affected. As salt water intrudes further inland, environments such as mangroves and freshwater lakes are expected to change significantly. Low-lying islands are also expected to disappear beneath the rising seas, changing the distribution of nesting birds and turtles, and hastening the extinction of mammals and reptiles. The Bramble Cay melomys became the first mammal made extinct by climate change when its tiny island in the GBR was inundated with sea water.

Ocean acidification

Ocean acidification can have dire consequences for a coral reef. As carbon dioxide is absorbed into the ocean, it reduces the amount of carbonate (a kind of salt) in the water. Marine animals need this carbonate to make their shells and skeletons. Reef-building animals such as coral polyps then use these shells and skeletons to create a reef. With fewer shells and skeletons available, construction of the reef is seriously limited. Over the long term, ocean acidification is expected to be the greatest challenge facing the GBR.

Extreme weather events

Increases in the severity and frequency of flooding and tropical cyclones also pose serious threats to the reef. Flooding brings increased sediment to the GBR, and this sediment smothers plants. Pesticides and other chemicals are also carried by floodwaters, adding to the levels of pollution in the water around the reef.

Cyclones generate large and powerful waves that damage corals and the reef structure. Reefs are able to recover from these natural events, but they need time to do so. As extreme weather events become more frequent, reefs have less recovery time.

3.4 CHECK YOUR LEARNING

Review and understand

1 **Identify** four effects of climate change.

2 **Describe** the impact of climate change on the following:
   - a nesting birds
   - b reef-building animals
   - c coral polyps.

Apply and analyse

3 **Examine** Source 7.
   - a **Describe** the distribution of most severe bleaching in 2016.
   - b **Compare** this to the 2020 mass bleaching event.
   - c Brainstorm possible reasons why the distribution of the areas most severely bleached in 2016 and 2020 differs.

Evaluate and create

4 **Rank** the four impacts of climate change described in this topic from the one likely to have the greatest impact on the GBR to the one likely to have the least impact. Write a paragraph justifying your ranking.

5 Imagine that the GBR disappeared due to the combined effects of climate change. How would this affect the Queensland coast and the Queensland economy? **Justify** your answer.

3.5 The impact of population growth on coasts

In this topic, you will:

» examine the impact of population growth on coastal landscapes.

megacity
a city with a population of more than 10 million people

groyne
a human-made barrier that juts out from the beach into the water, built to prevent erosion of the beach from the power of destructive waves and longshore drift

breakwater
a wall built out into the sea to help prevent large waves from reaching the coastline and causing erosion

deposition
the laying down of solid material that has been eroded and transported from another part of the Earth's surface

estuary
a wide tidal mouth of a river

land reclamation
the process of creating new land from oceans, bays, harbours and estuaries by dumping rocks, silt from the sea bed or other materials into the water

Over one-third of the world's population – that is, nearly 2.4 billion people – live within 100 kilometres of the coast. Most of the world's **megacities** in both the developed and developing world are located on the coast, and many of them are growing rapidly. In China, for example, 1000 people per day move to coastal cities from the country's interior.

The impact of billions of people in millions of coastal cities, towns, villages and farms has caused one United Nations expert to state that 'humankind is in the process of annihilating coastal and ocean ecosystems.'

The coast has always been an attractive place for human settlement. Coastal regions provide access to food and water, and people have long used ocean-going boats and ships for transportation. But the growing number of people along the coast – together with increasing levels of trade and movement between settlements – have had many detrimental effects on coastal ecosystems:

- Engineering structures such as sea walls, **groynes**, **breakwaters**, training walls and marinas have hardened the coast and changed natural cycles of erosion and **deposition**.
- Changing the natural flow of water by deepening channels, diverting rivers and building dams has altered the amount of fresh water and sediment arriving at the coast, impacting on natural ecosystems and landforms.
- The discharge of sewage into the ocean, the run-off of fertilisers from farms, and other contaminants entering coastal waters have caused pollution in the oceans.
- Increased numbers of people in coastal areas have led to over-fishing of fish and shellfish. In some places, coastal fish stocks have fallen by 90 per cent in the past 30 years.
- Ports are often an entry point for invasive species that bring dramatic changes to coastal ecosystems.
- The presence of large numbers of people on beaches has an impact: people leave litter on beaches, they walk over native plants and impose walkways, they can destroy breeding areas of sea birds and bring predators such as dogs into the environment.

Continued growth and competition for land

Many coasts have been converted from natural ecosystems to human landscapes. Cities need space to grow and harbours for trade and transport. Mangroves, marshes and **estuaries** have been drained and filled in, sand dunes flattened and built over, and communities of coastal plants cleared. In some places, land for expansion has been so scarce that new land has been built in bays and estuaries from rocks, rubbish and silt from the sea bed. This is known as **land reclamation**.

Source 9 Mangroves once covered most of Singapore's coast; now only 5 per cent remains.

CASE STUDY

Singapore

In the past 50 years, one of the world's smallest countries has grown in size by almost a quarter. In the island nation of Singapore, 85 square kilometres of land has been reclaimed from the sea.

In the beginning, walls were built from rocks in the shallow bays and estuaries surrounding the island, enclosing areas that were then filled with sand. However, Singapore soon ran out of sand for this project and began importing it from neighbouring countries, such as Indonesia, Malaysia and Cambodia. It imported millions of tonnes of sand from these countries over a period of several decades. Concerned with the environmental impacts of dredging sand from rivers and beaches, the exporting countries banned the practice.

As a result, Singapore changed its method of reclaiming land. Now, huge concrete walls are built in the sea and enclose the area to be reclaimed. The sea water is then pumped out, and a smaller amount of sand and other materials is used to bring the new land above sea level.

Singapore plans to reclaim another 60 square kilometres of land by 2030.

SINGAPORE: EXTENT OF RECLAIMED LAND

Source 10

Source: Oxford University Press

3.5 CHECK YOUR LEARNING

Review and understand

1 In your own words, **define** land reclamation and explain why it is used.

2 **Describe** the changes to coastal ecosystems as a result of coastal city growth.

Apply and analyse

3 Use an atlas to locate the world's megacities and **identify** the following:

- **a** megacities located on the coast
- **b** megacities located on river mouths or estuaries.

4 **Suggest** two reasons why the impacts described in this topic would be particularly serious for small island communities.

Evaluate and create

5 Would the population impact on coasts be greatest in developing or developed countries? **Discuss** this with a partner and then with the class.

6 **Create** an overlay map of Singapore, using Source 10. On the base map, show the natural outline of the island. On the overlay, show the total area of reclaimed land. Describe the spatial change over time shown on your map.

7 Use Google Earth to explore the coastline of Singapore (a link can be accessed via your obook pro). **Estimate** the percentage of the coastline that is:

- **a** heavily modified (for example, reclaimed land)
- **b** lightly modified (for example, where sea walls or groynes have been constructed)
- **c** not modified.

Weblink
Google Earth

3.6 Loss of coastal biodiversity

In this topic, you will:

» examine the loss of coastal biodiversity as a result of coastal change.

The number of plant and animal species on a global scale is in decline because of human activities. Recent studies of three key coastal ecosystems – explored in detail below – reveal that all are declining in size and biodiversity.

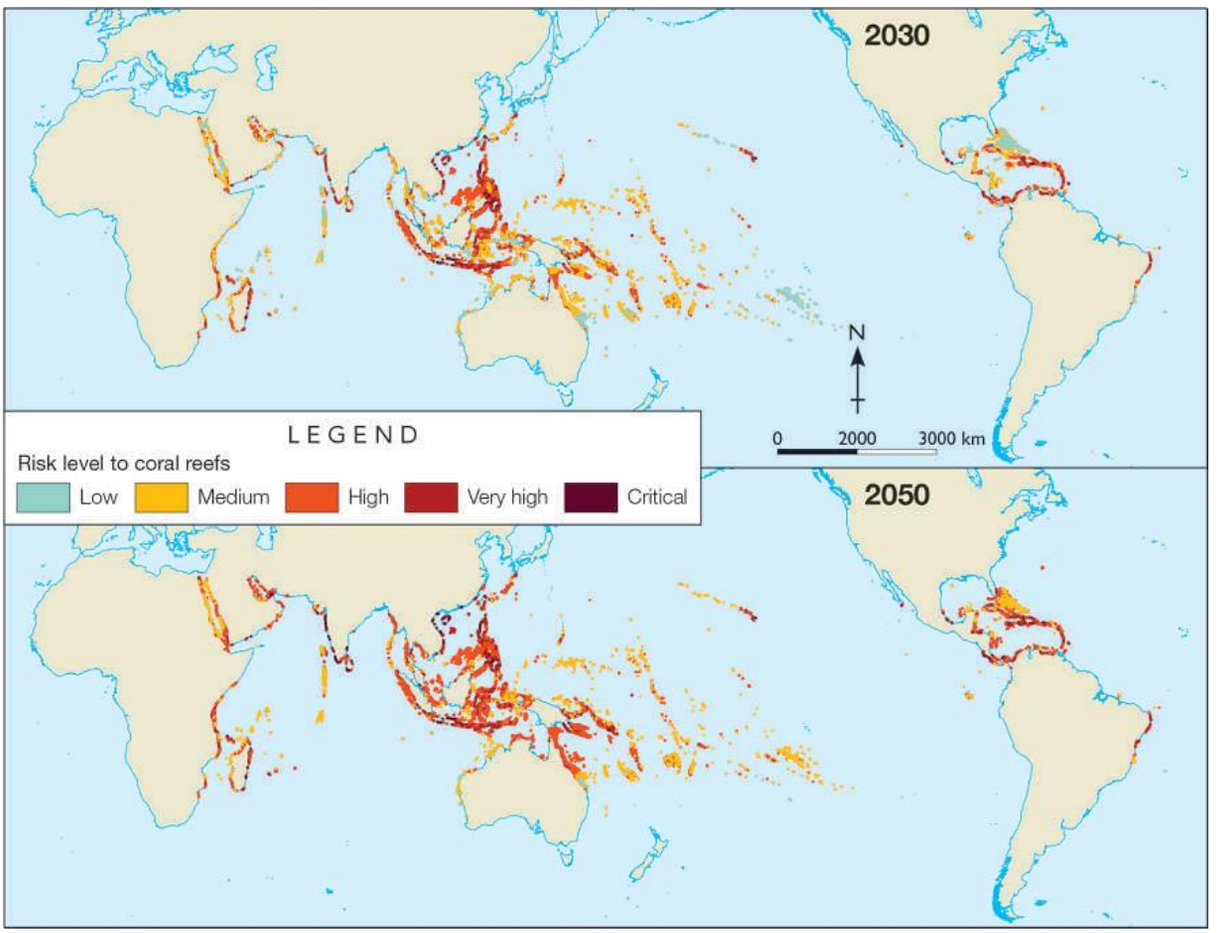
Coral reefs

ecosystem services a term used to describe a range of important resources, processes and benefits that healthy ecosystems provide to humans

Coral reefs are home to one-quarter of the world's fish species. Up to a billion people rely on the **ecosystem services** provided by coral reefs, including food, protection from waves and storms, and income from reef-based tourism. Despite their importance, the coral reefs are under threat. One-fifth of all the world's coral has died since 2015.

As well as the threats from warmer sea temperatures causing coral bleaching, coral reefs are in danger from human activities (such as land-based industries that increase the levels of sediment and pesticides in the ocean) and invasive species (such as the crown-of-thorns starfish). Coastal development for tourism and cities, including land reclamation (see page 96), are also impacting on this vital ecosystem.

WORLD: CORAL REEFS PROJECTED TO BE AT RISK IN 2030 AND 2050



Source 11

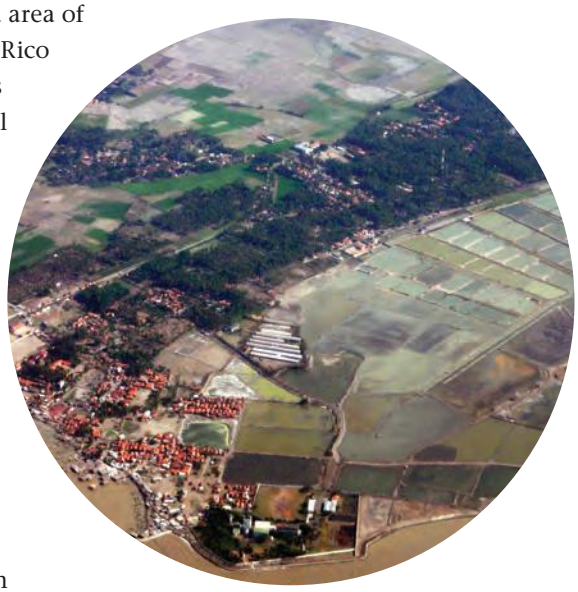
Source: Oxford University Press

Geographers estimate that the world will lose 70 per cent of its living coral by 2030 unless there are significant changes to human activities.

Mangroves

Mangroves provide a wide range of crucial ecosystem services in many tropical areas, including supplying wood, protecting communities from the effects of offshore storms and providing a breeding ground for fish and crustaceans. Despite their importance, at least one-fifth of the world's mangroves have been lost since 1980 – an estimated area of 36 000 square kilometres. Countries such as Kenya, Liberia and Puerto Rico have already lost over 70 per cent of their mangrove forests. Mangroves have been cleared to make way for agricultural land (including palm oil plantations), harbours, housing and fish farms.

Mangroves provide natural protection from wave erosion. Geographers have voiced concerns that clearing them makes communities more vulnerable to the impacts of rising sea levels.



Source 12 Mangrove forests in Indonesia have been substantially cleared to make way for rice fields and shrimp farms.

Seagrass beds

Seagrass beds are an important ecosystem for dugongs and manatees (both large sea mammals) and the leafy seadragon (see Source 13), as well as providing food for hundreds of other species. Seagrass beds are also important for stabilising sediments in the water, absorbing carbon dioxide and protecting against erosion. Over the past 200 years, about 30 per cent of the world's seagrass beds have disappeared, many of them within the past few decades.

The main threats to seagrass beds and the biodiversity they support are the dredging of the sea bed, the development of tourist marinas, and water pollution from rivers and streams.

3.6 CHECK YOUR LEARNING

Review and understand

1 **Describe** the important role of mangroves in coastal landscapes.

Apply and analyse

2 What ecosystem services are provided by the three coastal habitats discussed? **Classify** these as sinks, sources, services or spiritual functions (see page 48).

3 **Examine** Source 11.

- a **Describe** the distribution of the world's coral reefs using the PQE method (see page 24 of 'The geography toolkit').
- b **Identify** the reefs that are projected to be most at risk by 2030.
- c **Identify** the reefs that are projected to be most at risk by 2050.

4 Refer to Source 10 on page 56. **Identify** the key drivers of biodiversity loss in coastal environments.

Evaluate and create

5 **Research** the threats faced by one coastal species in Australia such as the dugong, orange-bellied parrot, coastal emu, grey nurse shark, marine turtle or sea snake, and present your findings to the class.

Source 13 The amazing leafy seadragon is threatened by a loss of seagrass near Australia's southern cities.

3A RICH TASK

Quizlet
Revise the key terms you have learnt so far.

Dunwich's disappearing churches

Dunwich is a small coastal village located in south-eastern England. In the thirteenth century, it was one of England's largest towns. Merchants traded wool, grain, fish, wine and furs across the North Sea to Iceland, the Netherlands and France. Dunwich had eight churches, three chapels and two hospitals.

Large storms in 1286 and 1328 swept large areas of the town into the sea. Because so much material was deposited in the sea, the harbour was blocked by the growth of a large spit. Trade and fishing were ruined and the population declined. By 1347, a quarter of the town had been lost, and the remainder of Dunwich collapsed into the sea over the next few hundred years. Most of the original buildings have gone, including all eight churches. The last one disappeared early in the twentieth century (see Source 14).

The coastline at Dunwich has receded, on average, 1 metre per year. Buildings that sit on top of the present-day cliffs above the eroding waves were once 2 kilometres inland. Storms, tides and longshore drift have all combined to make Dunwich a very different place today.

KEY SKILL
Collecting & representing data

Mapping environmental change using multiple overlays

Creating overlay maps is a useful technique for showing and measuring environmental change. To complete a multiple overlay map, follow these steps:

Step 1 Construct a base map of the region using the current topographic map. This should be traced rather than drawn freehand, to make it as accurate as possible. Include key natural and human features, such as the coastline, towns, roads and the extent of marshes.

Step 2 Add labels such as the names of rivers and towns. Add a north arrow, legend, title, scale and source.

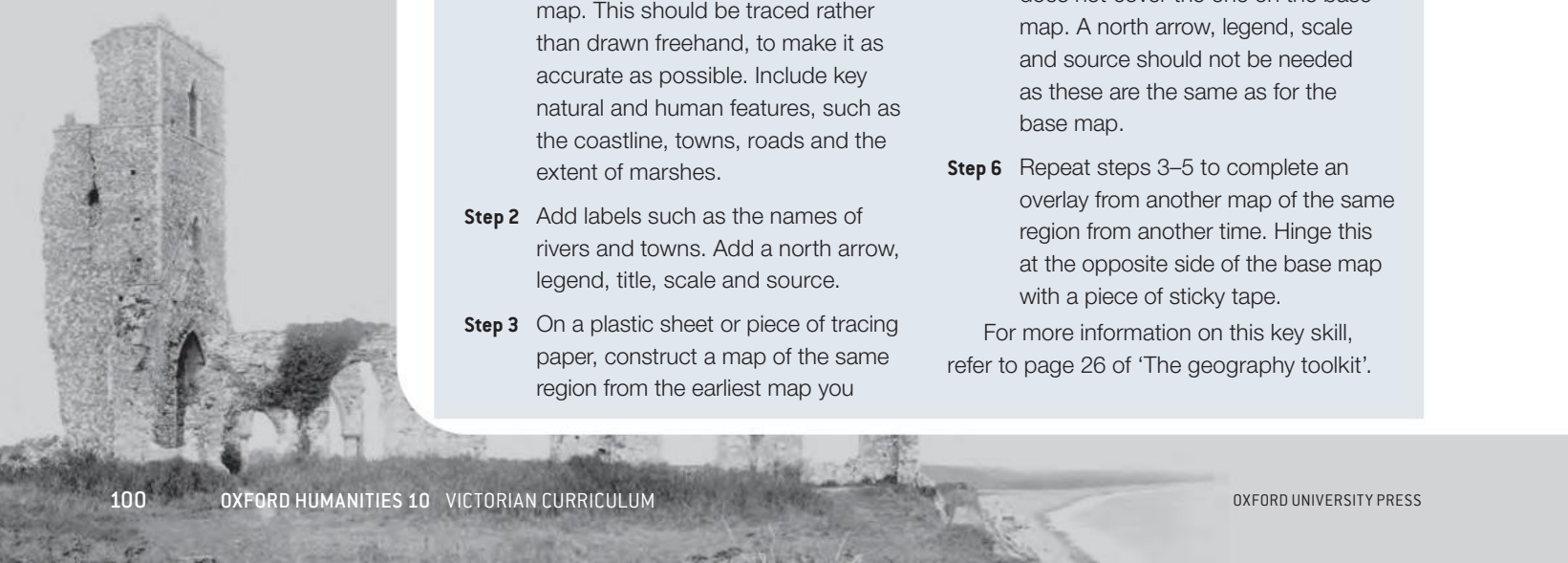
Step 3 On a plastic sheet or piece of tracing paper, construct a map of the same region from the earliest map you have at the same scale. Remember that this map will sit on top of your base map, so features such as rivers that have remained the same should line up.

Step 4 Place the overlay map carefully on top of the base map and use a piece of tape like a hinge along one side to anchor the overlay in place.

Step 5 Add a title to the overlay map that does not cover the one on the base map. A north arrow, legend, scale and source should not be needed as these are the same as for the base map.

Step 6 Repeat steps 3–5 to complete an overlay from another map of the same region from another time. Hinge this at the opposite side of the base map with a piece of sticky tape.

For more information on this key skill, refer to page 26 of 'The geography toolkit'.



Source 14 The last of Dunwich's old churches – photographed in 1908, shortly before it collapsed into the sea

Practise the skill

1 **Construct** a multiple overlay map using the current topographic map in Source 16 as the base map. For the first overlay, use the map from the year 200 CE in Source 15. For the second overlay, use the map from 1587 (also in Source 15). Larger versions of these maps are available on your obook pro.

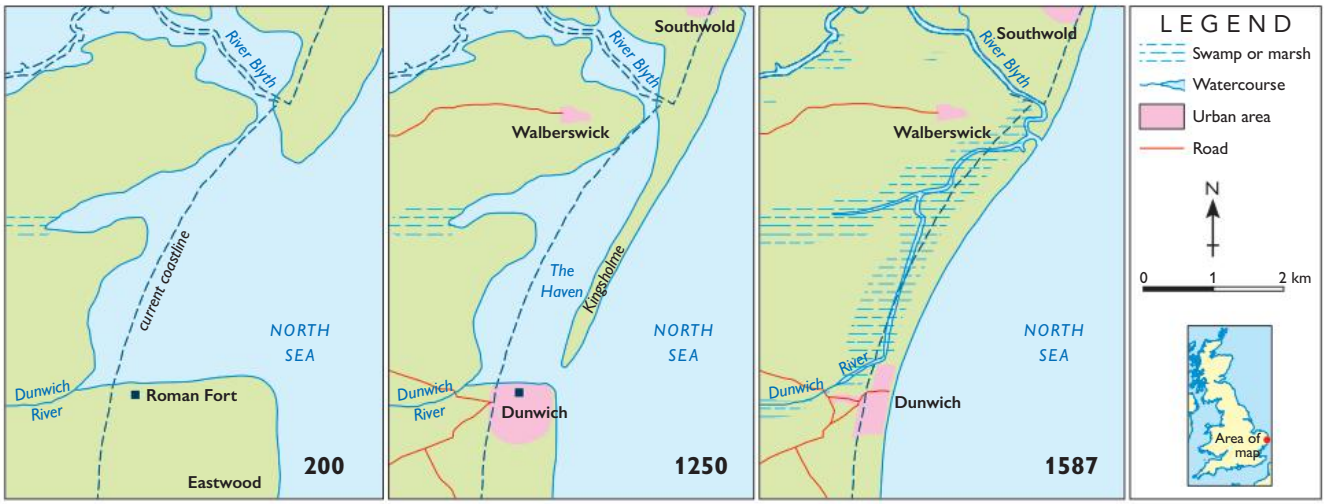
2 **Describe** the changes that occurred to this coastline between 200 CE and 1587. Was the dominant process during this time erosion or deposition?

3 **Identify** other features on the 200 CE map that might help to explain the dominant process that occurred between 200 CE and 1587.

4 **Describe** the changes that have occurred to this coastline since 1587. Is the dominant process erosion or deposition?

5 **Estimate** the area of lost land since 1587. Do this by multiplying the length of this strip of land by its average width.

DUNWICH: CHANGING COASTLINE



Source 15 These maps show the coastline in the region of Dunwich in 200 CE, 1250 and 1587. Source: Oxford University Press

Extend your understanding

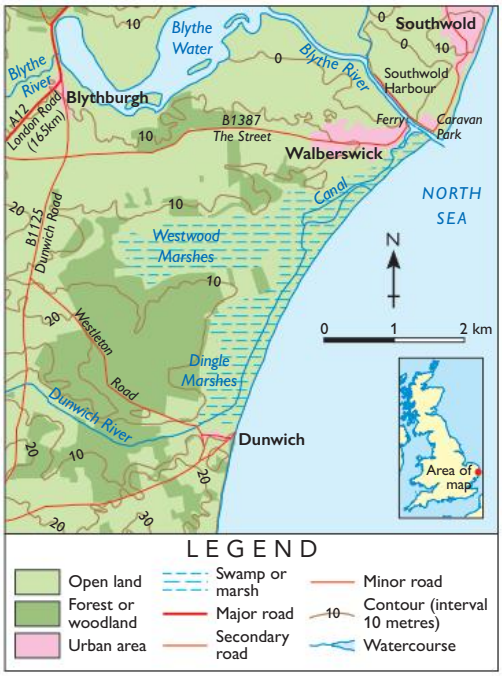
1 Some ways to manage coastal change include building sea walls, groynes and breakwaters (see page 102). Which of these measures would you recommend the local authorities adopt to manage erosion on this coastline? **Justify** your answer.

2 Some Dunwich residents have voiced their support for a managed retreat to protect the coast. **Research** what a managed retreat is and decide if you agree with the residents that this is a solution. Use evidence from your research to support your decision.

Map
Dunwich: Changing coastline

Map
Dunwich: Topographic map

DUNWICH: TOPOGRAPHIC MAP



Source 16 Source: Oxford University Press

3.7 New ways of managing coasts

In this topic, you will:

» apply environmental, economic and social criteria to evaluate management responses to coastal change.

Worksheet
Protecting and managing the coast

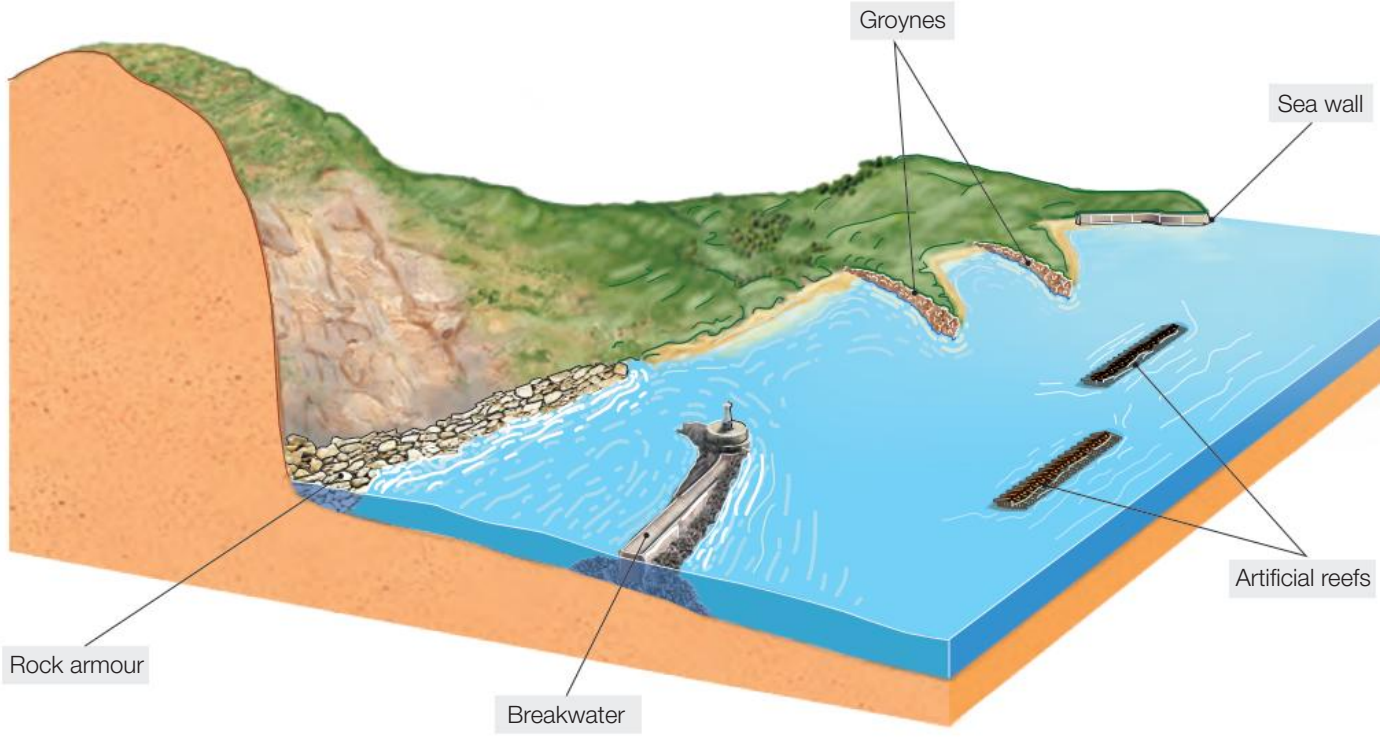
Many attempts have been made by people in the past to try to control the natural coastal processes of erosion, transportation and deposition. Unfortunately, due to a poor understanding of these processes, attempts have often made problems worse or simply moved them to another part of the coast. In addition, issues were often managed on a local scale without regard for the broader environments that influence the coast, such as river catchments and marine ecosystems.

More recently, a greater understanding of natural processes, as well as a recognition of the widespread impacts of coastal management, has led to new approaches. These include soft engineering (using natural processes), Integrated Coastal Zone Management (ICZM; see page 110) and the protection of coastal ecosystems with special marine reserves (see page 104).

Managing natural processes: Hard vs soft engineering techniques

rock armour
rocks piled along the coast to protect the shore from erosion

One of the key principles underpinning effective coastal management is to work with natural processes. In the past, coastal management has tended to use 'hard engineering'. Hard engineering refers to the building of structures such as sea walls, groynes, artificial reefs, **rock armour** and breakwaters to protect coastlines from the erosive effects of waves or to trap sand. The main hard engineering techniques are shown in Source 1.



Source 1 A stretch of coastline showing a number of hard engineering techniques commonly used around the world today

Many people in coastal areas like these hard options, as the results are obvious and immediate. The structures tend to be expensive, however, and tend to have a high impact on natural environments. In many cases, they create other problems – or just move the problem further along the coast.

By comparison, 'soft engineering' coastal management techniques use the natural processes of the coast. They are often less expensive than hard engineering options and are considered to be more sustainable as they have less impact on the natural environment. There are two main types of soft engineering – beach nourishment and managed retreat.

- *Beach nourishment* replaces beach material such as sand that has been removed by erosion or longshore drift (see Source 2). Beaches are a natural defence against erosion and coastal flooding, and are a desirable feature of the landscape for residents and tourists alike. The natural process that eroded the beach in the first place will continue, however, so the beach needs to be nourished again and again.
- *Managed retreat* involves the relocation of human settlements and hard engineering defences, such as sea walls and groynes, so that the natural processes of erosion and deposition can take place. In many cases, low-lying areas flood, allowing salt marshes, wetlands and mudflats to re-establish themselves in these areas (see Source 3). Over time, these habitats provide a natural defence against further erosion. Unlike many hard engineering techniques, managed retreat can be relatively inexpensive. However, people living in these regions can be unwilling to relocate and need to be compensated for the loss of their properties.

Source 2 Beach nourishment in the Netherlands; a vast sand peninsula – dubbed the 'sand engine' – 2 kilometres long and 1 kilometre wide has been constructed. Waves and currents are redistributing this peninsula along the shore, where it is expected to nourish the beaches and form sand dunes.

Source 3 Managed retreat at Abbotts Hall Farm in Essex, England, has allowed salt marshes to be re-established.

3.7 CHECK YOUR LEARNING

Review and understand

1 **Explain** why many people in coastal areas like hard engineering techniques.

2 **Describe** the process that is occurring at Abbotts Hall Farm (see Source 3).

Apply and analyse

3 **Distinguish between** hard and soft engineering techniques.

4 **Outline** some of the possible positive and negative environmental impacts of beach nourishment.

Evaluate and create

5 **Examine** Source 4 on page 91.

a Which management strategy would you recommend in response to erosion of this coast? **Explain** your answer.

b **Evaluate** the strengths and weaknesses of your strategy. What other information would you need to be able to make a more informed recommendation?

3.8 Protecting the coast

In this topic, you will:

» examine the impact of legal protections on coastal environments.

An effective way to manage and protect natural environments such as coasts is to give them legal protection. This helps ensure that harmful activities are banned or limited. In Australia, this is achieved mainly through a system of **national parks** (on land) and marine reserves (in the surrounding seas and oceans).

national park
an area of natural beauty that is protected by law for the use of the general public and the protection of the natural environment

National parks

Each state and territory of Australia has a large number of special places, both coastal and inland, that the government has decided to protect. These might be as small as a single historic house or beach, or as large as a wilderness. Despite the name, virtually all of Australia's more than 550 national parks are the responsibility of the individual state and territory governments.

Although management strategies differ between states and territories, the common ideals are that the land, plants and animals within the parks should have protection from activities that threaten their existence, and that people should be able to visit these special places. This can lead to problems, as visitors who come to see these areas in all their natural beauty may threaten the very environment they are visiting. The managers of the national parks have the task of controlling what visitors do in each one by limiting or restricting certain activities in sensitive areas.

Source 4 Royal National Park in New South Wales is Australia's oldest national park. Established in 1879, it protects large areas of coastal rainforest and ancient sand dunes.

Marine reserves

While national parks protect special places on land, Australia's diverse marine environments also need to be protected. In 2012, the Australian Government announced the creation of one of the world's largest marine reserve networks. Around 3.1 million square kilometres of our oceans are now managed mainly for the purposes of biodiversity conservation. This is an area roughly equivalent to the land area of Queensland and the Northern Territory combined.

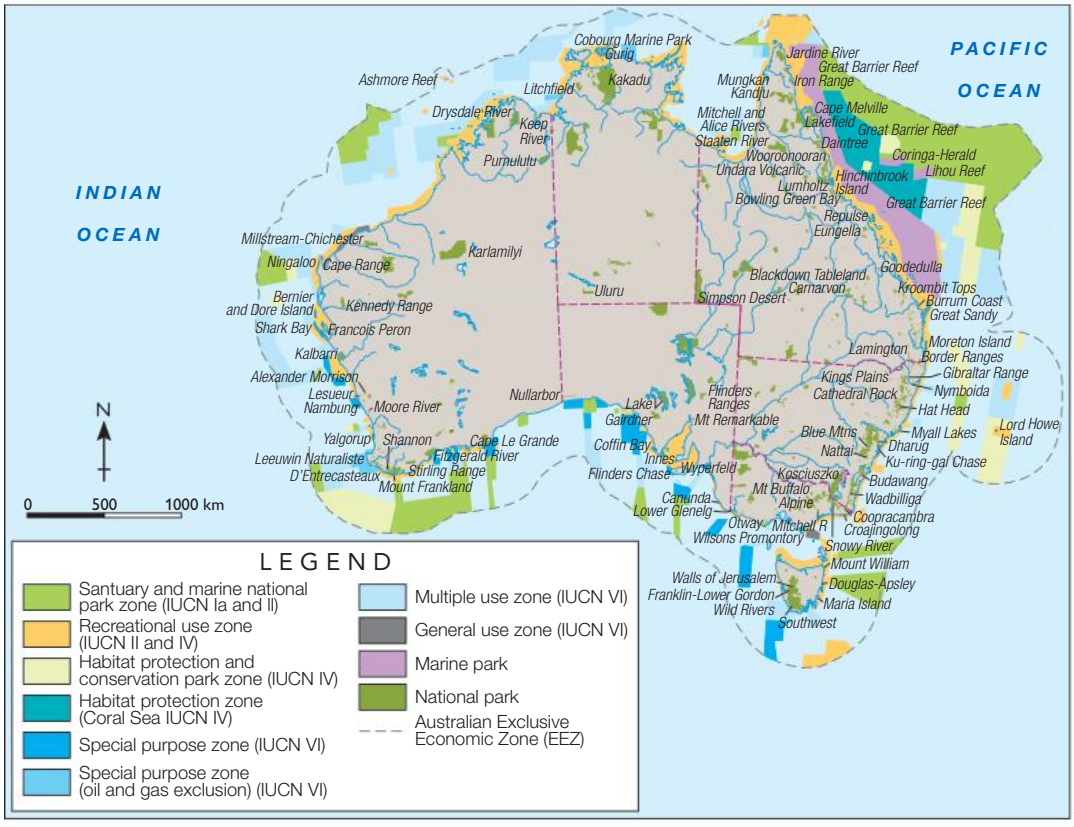
Managing a marine reserve is particularly challenging because, unlike national parks on land, fences and signs are not easily erected to limit access to particularly sensitive areas. Instead, marine reserves are divided into zones, and certain activities are allowed, banned or limited in each zone. It is the responsibility of anyone who enters a marine reserve to be aware of the activities permitted within each zone.

Every marine reserve in Australia – except for the Great Barrier Reef, which is recognised as a special case – has been assigned a particular management category (see Source 5). These are the same as those adopted in other countries, and have been developed by the International Union for the Conservation of Nature (IUCN).

Source 5 The IUCN management categories for the conservation of marine reserves

IUCN number	Name of reserve type	Purpose of the reserve
Ia	Strict nature reserve	Managed primarily for scientific research or environmental monitoring
II	National park	Protected and managed to preserve its natural condition
IV	Habitat/species management area	Managed primarily to ensure the maintenance of habitats or to meet the requirements of specific species
VI	Managed resource protected area	Managed to ensure long-term protection and maintenance of biological diversity, with a sustainable flow of natural products and services to meet community needs

AUSTRALIA: NATIONAL PARKS AND MARINE RESERVES, 2018



Source 6 Source: Oxford University Press

3.12 CHECK YOUR LEARNING

Review and understand

1 **Outline** how natural environments are protected in Australia.

2 **Describe** the ideals that are behind the management strategies implemented in national parks.

Apply and analyse

3 **Examine** Source 6.

a Where are Australia's largest marine reserves located?

b **Describe** the location of marine reserves in the state in which you live.

4 Source 7 is a photo taken by a hiker in a protected coastal area.

a **Describe** how the hiker may impact on the natural environment.

b **Propose** two ways park managers in this area could limit these impacts.

Evaluate and create

5 There were many objections to the Australian Government announcement in 2012 that millions of square kilometres of ocean were to become marine reserves. In small groups, consider which Australian groups would be likely to support this announcement and which would be likely to oppose it. Brainstorm the arguments that each of these groups would use to support their points of view.

6 Source 6 shows the extent of Australia's Exclusive Economic Zone (EEZ). **Research** this area and find out the benefits for Australia in having such a large EEZ. You may also like to find out about the Timor Gap EEZ and how this was created.

Source 7 Freycinet Marine Reserve on Tasmania's east coast includes large areas designated as 'strict nature reserves' due to the biodiversity of the coast's offshore seamounts (undersea mountains) and bird populations.

3.9 Aboriginal management of the coast

In this topic, you will:

» explain traditional methods of managing coastal landscapes.

Quiz me!
A quick quiz on Aboriginal management of the coast

Prior to European colonisation in 1788, the coastal areas of Australia supported large numbers of Aboriginal and Torres Strait Islander peoples. The coasts provided a reliable source of food both from the sea and the surrounding land.

Today, nearly half of all Aboriginal and Torres Strait Islander peoples in Australia live near the coast. Many maintain a close association with the coast through cultural and historic connections, through continued use of coastal resources and by law. In the Northern Territory, for example, Aboriginal communities own and manage approximately 85 per cent of the coastal land.

Coastal places with special significance to Aboriginal and Torres Strait Islander peoples are under the same environmental threats as other coastal places, from:

- population and economic growth
- land use changes
- climate change
- the arrival of invasive species.

Aboriginal and Torres Strait Islander communities are now working with government to restore lands that are important to them. This joint approach means that factors of Aboriginal and Torres Strait Islander heritage are taken into account when decisions are made about the use and restoration of degraded areas.

CASE STUDY

Aboriginal management of the Coorong

Source 8

The land and waters is a living body. We the Ngarrindjeri people are a part of its existence. The land and waters must be healthy for the Ngarrindjeri people to be healthy. We are hurting for our Country. The Land is dying, the River is dying, the Kurangk (Coorong) is dying and the Murray Mouth is closing. What does the future hold for us?

Tom Trevorrow, Ngarrindjeri Elder, Camp Coorong, 2002

Source 9 An oblique aerial photograph of the Coorong, Lower Lakes (including Lake Alexandrina and Lake Albert) and Murray Mouth region of South Australia

The region known as the Coorong, where the Murray River reaches the sea, covers an area of 14 000 square kilometres. The Coorong was recognised as a 'Wetland of International Importance' and as a breeding ground for many bird and fish species by the Ramsar Convention on Wetlands in 1985. Due to a combination of factors – including water extraction in the Murray–Darling Basin, drought, and barrages (dams) built across the Murray to hold back sea water – the region has become severely degraded. In particular, the waters of the Coorong Lagoon and lakes have become saltier than the sea, wetlands have dried out and acidic soils have become exposed. Another cause of this degradation has been the building of dams that collect water during wet seasons and then release this water during dry seasons. This has disrupted the natural cycle of the Murray River of floods and droughts, and has had a dramatic effect on the natural

ecosystems of the river, particularly at its mouth. In some years, so little water flows through the mouth that it closes, cutting off the lakes of the region from the sea.

The traditional owners of the region, the Ngarrindjeri people, maintain a strong connection with the lands and water of the Coorong. The Ngarrindjeri people believe that the health of their nation is closely linked to the environmental health of the region, and that a freshwater flow that allows plants and animals to thrive must be maintained.

The Ngarrindjeri community, through the Ngarrindjeri Regional Authority (NRA), has formed a close relationship with the South Australian Department of Environment, Water and Natural Resources (DEWNR) to deal with short-term crises in the region and to plan for a sustainable future. This has resulted in the adoption of a long-term plan that aims to secure a future for the region as a 'healthy, productive and resilient wetland system that maintains its international importance'. The plan includes a number of specific goals:

- to protect and restore natural habitats
- to restore viable populations of native bird, fish and other animal species; restoring the natural flow of fresh water to the Coorong and Lower Lakes are seen as a key component of this goal
- to improve water quality and increase flows through the wetlands; it is proposed, for example, that very salty water be pumped out of the lagoon to the sea
- to recognise the Ngarrindjeri community's association with the area.

Large areas of dunes, wetlands and farmland have already been replanted using native plant species as the first step in this plan to restore the Coorong area.

COORONG: ABORIGINAL LANDS AND NATIONAL PARKS

Source 10 Source: Oxford University Press

3.14 CHECK YOUR LEARNING

Review and understand

1 **Identify** why many Aboriginal and Torres Strait Islander peoples lived near the coast in the past.

2 **Suggest** reasons why Ngarrindjeri people are particularly concerned about the health of the Coorong ecosystems.

Apply and analyse

3 Use Source 9 to **describe** the natural environment of the Coorong and Lower Lakes. Include the water and land features that you can identify.

4 **Examine** Source 10.

a **Describe** and account for the location of Aboriginal lands.

b **Describe** the locations of the barrages. Why have the barrages been built in these places? How would they change the natural environment of Lake Alexandrina and the Coorong?

5 Based on Tom Trevorrow's statement (Source 8), how would you classify his environmental world view? **Justify** your answer.

Evaluate and create

6 **Research** the Ramsar Convention on Wetlands and its goals. Identify which other wetlands in Australia are listed in the Ramsar Convention.

3.10 Change at Rainbow Beach

In this topic, you will:

» evaluate an example of a coastal change management response from Australia.

blowout dune
a dune that is moving inland as onshore winds carry grains of sand away from the beach

Rainbow Beach is a small community located on a massive dune system that runs along the Queensland coast on the mainland, near the southern tip of Fraser Island. Formed over 2 million years, the dunes are part of one of the world's greatest sand dune complexes, which includes Fraser Island – the world's largest sand island. In places, the dune system is 200-metres high and is held in place by large areas of scrub, forest and grasses.

While Aboriginal ownership of the region dates back thousands of years, European occupation began with a sand-mining operation north of the town in the mid-1960s. A road built to reach the sand mine was soon used by tourists to access Fraser Island and the new town of Rainbow Beach (see Source 11). The sand-mining operation finished in 1976, but the population of the small town continued to grow slowly. Now home to about 1200 full-time residents, visitor numbers swell in summer holiday periods as people arrive to use the camping ground, as well as several motels and resorts.

Source 11 An oblique aerial photograph of Rainbow Beach, looking south; the foredune and two **blowout dunes** – known locally as the Carlo Sand Blow (in the background) and the Little Sand Blow (closer to the camera) – can be seen to the south of the town.

The key management issue faced by the region is the erosion of the sand dunes, particularly during storms. This is an example of a potential conflict between natural processes and human activities. Sand dunes naturally change in response to long-term and short-term changes in wind patterns, sand supply and sea levels. The erosion of the foredune (a dune ridge running parallel to the ocean) at Rainbow Beach is a natural event. However, as the erosion is now putting buildings at risk and making the beach unsuitable for recreation activities, some local residents and the Gympie Regional Council are proposing to try to control the erosion.

A study of the region found that the risk of severe dune erosion at Rainbow Beach is very low, but some people are still concerned that during a severe storm important buildings could be lost. The council plans to install 260 metres of large sandbags at the base of the dunes in front of the surf lifesaving tower, to slow erosion and protect a new amenity block that has been built on top of the dunes.

Source 12 A 2009 storm severely eroded the Rainbow Beach foredune, placing the surf lifesaving tower at risk of collapse.

Coastcare at Rainbow Beach

There are 2000 Coastcare groups in Australia. Each group is made up of volunteers who work together with local governments to identify problems and then solve them. At Rainbow Beach, the local group has identified the key issues in the area as: loss of native vegetation, the trampling of dune vegetation by visitors accessing the beach, sand skiing on the sand blows, coastal erosion, environmental weeds, beach parking and rising sea levels due to climate change.

Some of the projects the Coastcare group at Rainbow Beach has undertaken include restoring native plants and removing weeds, protecting the dunes, monitoring bird populations and improving wetland areas.

Source 13 Rainbow Beach has a very active Coastcare group.

Source 14 A range of management strategies are in place at the main beach in Rainbow Beach. The fencing and walkway direct people to enter the beach on this path, protecting surrounding dunes.

KEY CONCEPT
Place

Explore it!
A virtual field trip to Rainbow Beach

3.10 CHECK YOUR LEARNING

Review and understand

1 **Describe** the natural environment of Rainbow Beach.

2 **Describe** the human activities bringing about change to this place.

3 **Explain** the purpose of Coastcare.

Apply and analyse

4 Is the plan to place sandbags at the base of the dunes an example of hard or soft engineering? **Justify** your answer.

5 **Examine** Sources 13 and 14.

a What management strategies can you **identify** in these sources?

b What is each strategy designed to achieve? **Explain** how effective you think each will be in achieving its aims.

6 **Compare** the changes at Rainbow Beach and the changes at Abbotts Hall Farm in Essex (see Source 3 on page 103). What are the similarities and differences?

Evaluate and create

7 The Little Sand Blow (see Source 11) is increasing in size as it moves westward. **Create** a flow diagram or field sketch that shows:

- the natural processes responsible for this movement
- the human activities that may be contributing to the movement
- the impacts of this movement on the environment
- the possible responses by the local government and Coastcare group.

3.11 Integrated Coastal Zone Management

In this topic, you will:

- describe the process of Integrated Coastal Zone Management
- evaluate an example of a coastal change management response from Bangladesh.

Quiz me!
A quick quiz on Integrated Coastal Zone Management

In response to the serious issues facing coastal and marine ecosystems, a major United Nations conference held in 1992, called the Earth Summit, proposed a new system for managing coastal environments. Known as Integrated Coastal Zone Management (ICZM), it is now a widespread practice in many coastal nations, such as New Zealand, India, Canada, Bangladesh and the Netherlands.

The United Nations recognises that one of the common issues associated with coastal management is that government departments and interest groups often propose very different solutions to issues depending on their own needs and interests. In many cases, these solutions ignore the needs of other coastal users. Coastal interest groups include those relating to residents, the tourism industry, fisheries, farmers, forestry, manufacturing, mining, waste disposal, marine transportation and real estate developers.

The key to ICZM is that it seeks to pull together the many groups and individuals with an interest in the coast in an integrated way when devising a management plan (see Source 15). The success of ICZM is dependent on funding, consistent government priorities and the expertise available to organise and manage large projects.

Eight principles of Integrated Coastal Zone Management

- Involve all relevant governments
- Take a long-term view
- Use a holistic approach
- Consider local conditions
- Work with natural processes
- Get people involved
- Use a range of approaches
- Be prepared to change strategy

Source 15 The eight key principles of ICZM

Source 16 The challenges facing many coastal environments require an integrated approach.

CASE STUDY

ICZM in Bangladesh

Each ICZM plan is designed to best address the issues of the country for which it has been developed. In Bangladesh, for example, the key issues are rising sea levels that bring saltwater floods to low-lying communities, and the impacts of cyclones and storm surges. It is estimated that a 1-metre rise in sea level would leave 17 000 square kilometres of land in Bangladesh submerged and 30 million people without a home (see Source 18). It would affect 1 million hectares of farmland and threaten the freshwater supplies of three major cities.

In response to these threats the Bangladeshi Government, with the assistance of the World Bank and expertise from the Netherlands, has developed an ICZM strategy that focuses on disaster mitigation. To date, 150 000 hectares of mangroves have been replanted and more than 2500 cyclone shelters constructed.

Source 17 A nursery for mangrove trees

BANGLADESH: PREDICTED IMPACT OF 1-METRE SEA-LEVEL RISE

Source 18 Source: Oxford University Press

3.11 CHECK YOUR LEARNING

Review and understand

1 In your own words, **define** ICZM.

2 **Explain** how and why ICZM has been implemented in Bangladesh.

Apply and analyse

3 Source 1 on page 88 illustrates a range of significant problems that occur in coastal areas. Work with a partner to:

- select one of the examples of coastal degradation shown in this source
- using the eight key principles of ICZM, **suggest** how people could manage this issue
- present your ideas as a set of written proposals.

4 **Compare** the management strategies at Rainbow Beach (on page 108) and Bangladesh. What lesson could each community teach the other about dealing with coastal issues?

Evaluate and create

5 **Evaluate** the implementation of ICZM principles in Bangladesh. Write your evaluation in the form of a short report, addressing the following:

- What do you see as some of the barriers to ICZM being adopted in Bangladesh?
- What do you see as some of the advantages in managing coastal changes using this approach?
- What is your overall impression of ICZM being adopted in Bangladesh?

3.12 ICZM in the Netherlands

In this topic, you will:

» evaluate an example of a coastal change management response from the Netherlands.

The province of Zeeland in the Netherlands is a large agricultural area that is home to more than 380 000 people. Much of the region lies below sea level. The land has been drained and reclaimed, creating new islands that are linked by bridges and tunnels. The area has an intricate series of **levees** (known as dykes) and dams that hold back the waters of the North Sea and regulate the flow of the rivers into the sea. The province also supports a large fishing industry, and is home to the largest national park in the Netherlands.

levee
a long wall or embankment built to prevent flooding from the sea

In Zeeland, ICZM is used to reduce flooding from storm surges. The largest of the flood protection dams, the 9-kilometre-long Oosterscheldekering, links two of the largest islands in Zeeland. The 62 steel doors that make up the barrier can be lowered or raised in response to tides, storms and other sea level changes (see Source 19). For most of the year, sea water can flow freely beneath the dam, so that marine ecosystems in the bays and estuaries of the delta can be maintained.

Source 19 The Oosterscheldekering storm surge barrier in Zeeland

The dam, which was opened in 1986, has been declared one of the Seven Wonders of the Modern World and bears a plaque with the words: 'Here the tide is ruled by the wind, the moon and us [the Dutch].' However, long-term changes in sea level due to climate change place great pressure on this region and on these amazing engineering works.

The series of dams, storm surge barriers and bridges have provided many benefits for the people of the Zeeland region. As well as protecting them from storm surges and flooding, large areas of former saltwater estuaries have been converted into freshwater lakes, creating a reliable supply of water. The dams and bridges also link together island communities that had been isolated for hundreds of years, and the calmer waters of the river mouths and estuaries are safe for shipping and recreational boating.

Key skill worksheet
Analysing topographic maps

Source 20 An aerial photograph of Zeeland showing a number of dams and storm surge barriers (including Oosterscheldekering)

ZEELAND: TOPOGRAPHIC MAP

Source 21

Source: Oxford University Press

3.12 CHECK YOUR LEARNING

Review and understand

1 **Explain** why Oosterscheldekering was constructed.

2 Use an atlas to locate the province of Zeeland. **Describe** its location.

Apply and analyse

3 Use the eight key principles of ICZM (see Source 15 on page 110) to **explain** the flood protection provided by Oosterscheldekering. For example, how does this barrier take local conditions into account?

4 **Examine** Sources 20 and 21.

- **a** What factors do you think may be responsible for the large sandbanks forming in the Oosterschelde?
- **b** **Identify** the different land uses on the island of Schouwen-Duiveland.
- **c** **Describe** the relief of Schouwen-Duiveland using the contour lines on the map.
- **d** **Describe** the southern shore of Schouwen-Duiveland.

Evaluate and create

5 **Create** a sketch map of the vertical aerial photograph in Source 20. On your map, label the key natural and human features of the landscape.

6 Oosterscheldekering is only one part of a much larger flood protection scheme. Use Google Earth to **examine** the region and find other examples of flood protection.

3B RICH TASK

Quizlet
Revise the key terms you have learnt so far.

Ningaloo Coast

On the north-west tip of Western Australia is one of the world's most spectacular coastal environments: the Ningaloo Coast. Long white beaches run along the shore, and visitors can swim out from the beach to Australia's longest fringing reef (a reef that lies extremely close to shore). The region is also home to dugongs and visited by humpback whales and greenback turtles.

Much of the region is under some form of legal protection as part of the Ningaloo Marine Reserve and Cape Range National Park. It was also added to the UNESCO World Heritage List in 2011. However, the Ningaloo Coast faces a number of potential environmental threats. These include:

- oil and gas exploration off the coast
- damage to coral reefs from boat owners anchoring in the fragile reef areas
- illegal fishing
- plastic bags killing turtles and whales by intestinal blockage
- vegetation damage from off-road driving
- waste disposal and pollution
- increasing level of water consumption
- potential for bushfires
- invasive species (foxes, goats, cats) destroying or attacking native plants and animals.

Source 22 A newborn green sea turtle makes its way across the sand to the ocean for the first time. Climate change has caused frequent flooding of sea turtle nests.

KEY SKILL
Analysing maps

Analysing complex maps

Complex maps contain more than one set of information. Geographers use complex maps to analyse different features, reveal patterns and explain links between features in a given area. You can analyse a complex map by following these steps:

Step 1 Look carefully at the map and read its title to make sure you understand what is being shown.

Step 2 Examine the map's legend. Complex maps can have more than one part to a legend, which will be represented on the map in different ways. For example, in Source 23, areas of colour are used to show recreational use zones and state marine reserves. Different symbols are also used – to show roads and coastal water boundaries.

Step 3 Train your eyes to look for one set of information at a time. For example, look at solid blocks of colour on the map and work out what they tell you.

Step 4 Move to a different set of information by selecting another symbol or block of colour from the legend. Examine the map to identify this symbol or colour.

Step 5 Look for concentrations of the same symbol in areas, to see if patterns exist.

Step 6 Note any patterns you can find on the map between different features and locations.

Step 7 Describe the degree to which patterns are connected.

Step 8 Try to suggest reasons for the connection between the two patterns.

For more information on this key skill, refer to page 18 of 'The geography toolkit'.

Practise the skill

Look at the map of Ningaloo marine reserve areas (Source 23).

1 **Identify** the symbol for 'multiple use marine zones' in the legend, and then locate these areas on the map.

2 **Describe** the concentration of multiple use marine zones.

3 **Describe** the relationship between the multiple use marine zones and the location of recreational use marine zones.

4 **Describe** the location of the Ningaloo World Heritage area.

Extend your understanding

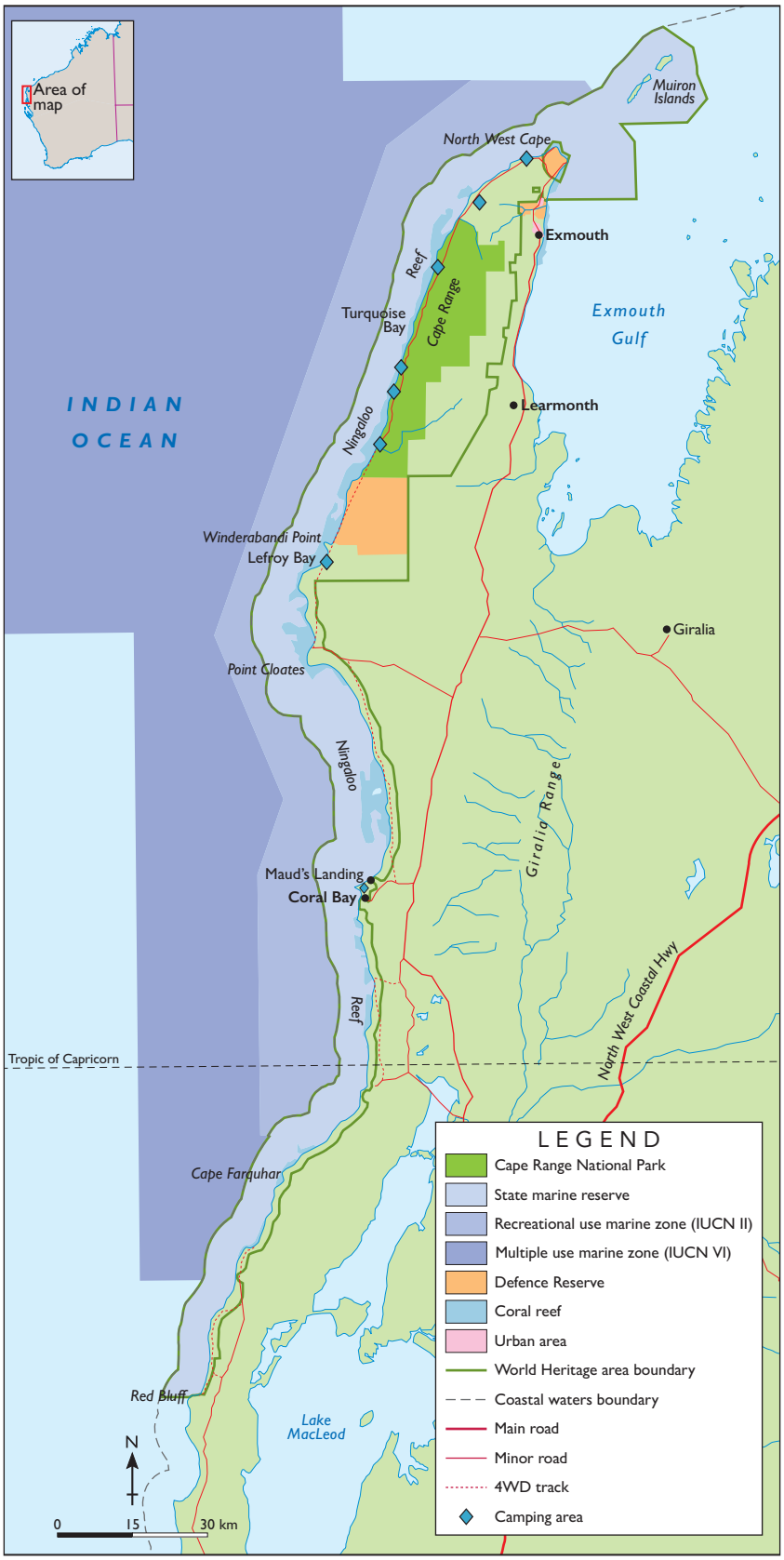
Do some further reading on the internet to complete the following tasks.

1 **Research** Ningaloo's World Heritage listing.
   - **a** What does 'World Heritage' mean?
   - **b** Why are sites placed on the World Heritage List?
   - **c** Why was the Ningaloo Coast added to the list?

2 In the early 2000s, a large resort and marina called Coral Coast Resort was planned for the coastal area to the north of Coral Bay known as Maud's Landing. Write a 250-word report that **explains** why this resort was not built.

3 'It is impossible to preserve a natural coastal environment while tourists continue to visit it.' **To what extent** do you agree with this statement: A lot (strongly), a little bit (somewhat) or not at all? Write a short paragraph explaining your position.

NINGALOO: MARINE RESERVE AREAS



Source 23 Source: Oxford University Press

3.13 The role of geographers in managing coastal change

In this topic, you will:

» explain how geographers can manage environmental change.

Geographers have an important role to play in the management of environmental change. Because they draw on knowledge and skills from the natural sciences (such as geology, biology, chemistry and physics), the social sciences (such as psychology, history and economics) and humanities (such as philosophy) they are uniquely placed to see the 'whole picture' when examining environmental change. Geographers can, for example, consider the reasons why people act in a certain way, and consider the impacts of these actions on the environment. They can also help to explain why people respond to change in different ways and, most importantly, recommend a course of action that is beneficial to both the natural environment and people.

Fieldwork

When examining environmental change such as coastal erosion, geographers often begin by developing a set of geographical questions. They then set out to answer these questions using a range of geographic tools. One of the most useful tools is **fieldwork** – visiting the environment being studied and observing it first-hand.

fieldwork
geographical study that takes place outside the classroom, at the site of inquiry

When exploring changes at the coast, geographers use a range of specific techniques. These include constructing cross-sections of dunes, cliffs and other landforms, photographing evidence of change and measuring longshore drift. By visiting the same site at regular intervals (for example, once a year) geographers can also observe changes that have occurred between their visits. It may also be important to visit the site at different times of the year to observe seasonal changes, such as the effects of storm waves during winter or the impacts of holiday-makers during summer.

Key skill worksheet
Conducting successful fieldwork

The following case study is an example of the sort of environmental issues that might be explored by a geographer completing fieldwork.

CASE STUDY

Coastal issues at Hampton Beach, Victoria

Hampton Beach lies on Port Phillip Bay, about 15 kilometres south-east of the Melbourne CBD (see Source 1). Over the past century, human interference in the natural processes of erosion, transportation and deposition have brought about dramatic changes in the amount of sand on the beach. To protect roads and homes from coastal erosion, a sea wall was built along the coast in the 1930s. Later, in the 1950s, a breakwater was built at Sandringham Harbour to protect boats from storm waves. The adoption of these management strategies stole the supply of sand to the beach. The sea wall meant that sand from the dunes no longer fell to the beach, and the breakwater trapped sand moving along the coast under the power of longshore drift.

The local council has responded to the concerns of residents about their disappearing beach by building a series of groynes to trap sand, and by dredging sand from the sea floor and pumping it onto the beach (see Source 2). This top-up of sand needs to be carried out regularly and is an expensive solution to the problem of erosion. Studies show that rising sea levels are adding to the threat of erosion at Australian sandy beaches such as Hampton Beach.

Source 1 An oblique aerial photograph of the Hampton Beach area being investigated for fieldwork; labels have been added by the geographer.

Source 2 Sand is dredged from the bay and pumped onto the beach in a process known as beach renourishment.

Source 3 A view of Sandringham Harbour from the top of the existing dune

Source 4 An artist's impression of Hampton Beach painted between 1885 and 1914

3.13 CHECK YOUR LEARNING

Review and understand

1 **Explain** why fieldwork is an essential tool for geographers.

2 **Explain** why geographers are uniquely placed to help describe and manage environmental change.

Apply and analyse

3 **Determine** how successful the groynes at Hampton Beach have been. (You may need to refer to the information about groynes on page 96.)

4 **Examine** the photographs in Sources 1 to 3. What evidence can you find in these sources that the Sandringham breakwater interrupts the natural process of longshore drift?

Evaluate and create

5 Look carefully at the photographs on this page. **Create** a series of geographical questions that could be used as the basis of a field trip to Hampton Beach. You may like to begin your questions with the words 'what', 'where', 'how', 'why', 'what impact' and 'what should'. Share your questions with a partner and then with the class.

6 Use the guide to conducting successful fieldwork (available on your obook pro) to design a fieldwork investigation at Hampton Beach. Be sure to investigate:

- **a** the causes of coastal erosion
- **b** the effects of coastal erosion
- **c** the responses to coastal erosion.

3.14 Using spatial technologies

In this topic, you will:

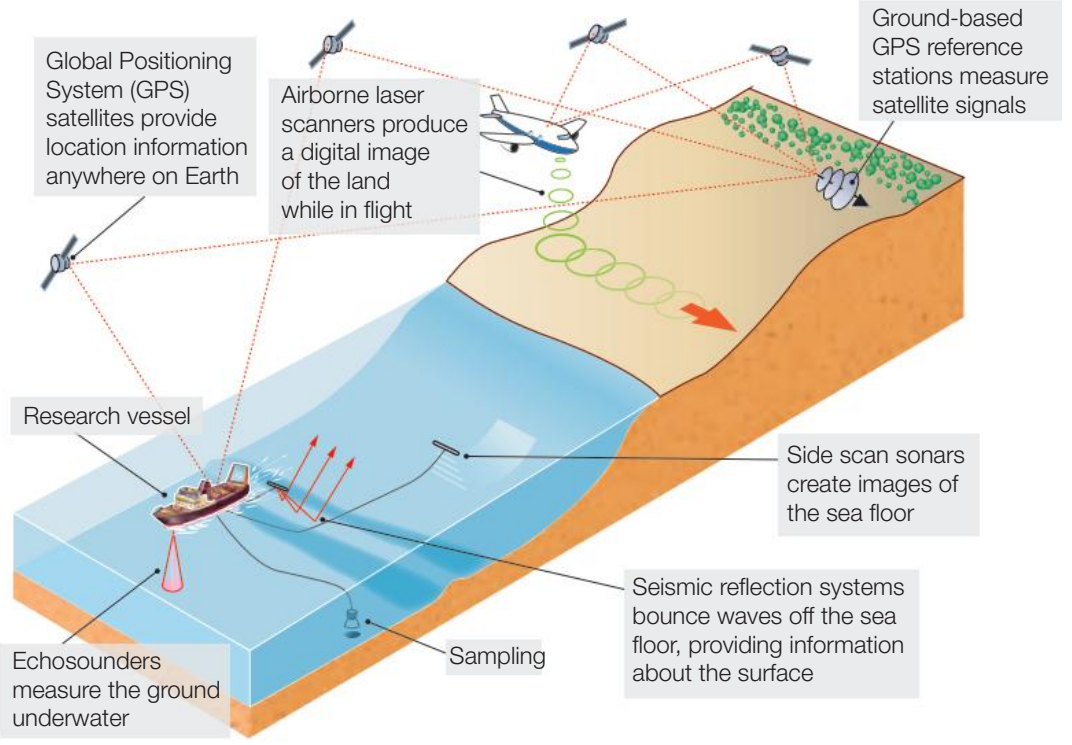
» identify the tools geographers to investigate and predict environmental change.

Geographers use a range of tools to describe and predict environmental change. These tools may be as simple as direct observation, or measuring and recording the changing width of a beach with a tape measure. Increasingly, however, digital tools are being used to measure change and to help manage dynamic environments such as coasts, forests and farms (see Source 5). These tools rely on the collection of data from sources such as **global positioning systems (GPSs)**, aerial photographs, ships and tide meters. The data collected is then analysed by computer programs and made available for use by **geographic information systems (GISs)** and **digital elevation models (DEMs)**, as well as other applications.

global positioning system (GPS)
a device that uses satellites to accurately pinpoint the location of an object on the Earth's surface (e.g. a car, a mobile phone) and provide data and directions to help with navigation

geographic information system (GIS)
a software application designed to capture, store, manipulate, analyse, manage and present all kinds of geographical information

digital elevation model (DEM)
a topographic illustration (or digital model) that uses a range of data to generate a 3D representation of the Earth's surface



Source 5 Geographers use a range of digital data collection methods.

Key skill worksheet
Identifying patterns & relationships: Comparing spatial patterns

As more and more coastal communities become concerned about the impacts of rising sea levels due to climate change, there is a greater demand for more advanced methods of monitoring the coastline. This is driving a boom in coastline monitoring through spatial technologies, and is making more data and information about coastal changes available to geographers than ever before.

Digital elevation models (DEMs)

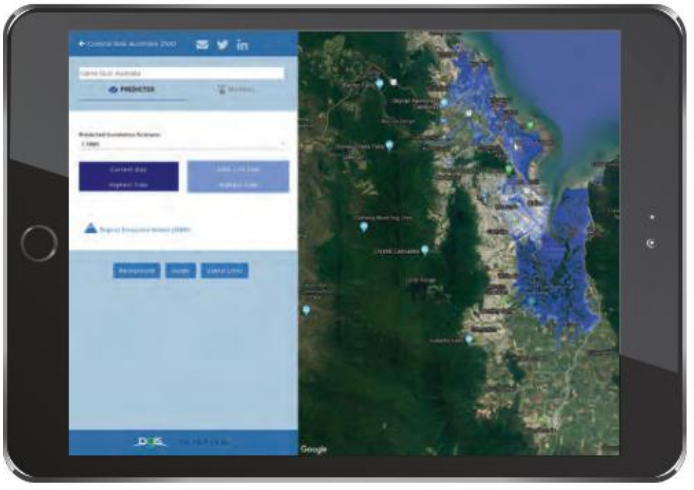
A DEM shows the relief (or shape) of the land in three dimensions (see Source 6). Much of the data needed to create a DEM is collected from special sensors on satellites or in planes. This data is represented as a raster (grid of squares) and manipulated by technicians to form a model of the Earth's surface. These models can help geographers 'see through' features of the environment, such as coastal waters and forests, to examine the terrain below. They can also be used to predict areas at risk from erosion and other hazards, such as coastal flooding. This information can then be used to help manage the environment and limit the effects of these potential hazards and disasters.

Geographic information systems (GISs)

A GIS uses digital data to create a series of maps of a particular landscape. Each map focuses on a different aspect of the environment, such as the ocean depth, salinity, roads, settlements and relief. Using a GIS program, the maps are presented as a series of layers that can be switched on and off. This enables geographers to compare different aspects of the environment and look for interconnections between them.

A GIS is particularly useful in examining and managing change in coastal environments. It allows geographers to isolate different and competing land uses, to see beyond political and physical boundaries, and to measure change over time.

In the Netherlands, the entire 350-kilometre-long Dutch coastline is digitally mapped and measured each year using methods similar to those shown in Source 5. The maps and cross-sections produced in this annual survey are compared to the first survey of this kind, which was undertaken in 1990. Areas of coastal erosion and accretion (growth) are clearly displayed on GIS maps, and are used by coastal managers to make changes in coastal defence strategies, such as beach nourishment and sea walls.



Source 6 This DEM of Cairns shows the areas that will be flooded by high tides in 2100 if sea levels rise by the predicted 0.74 metres.

Source 7 A GIS image of the Abrolhos Islands in Western Australia

3.14 CHECK YOUR LEARNING

Review and understand

1 **Identify** three reasons why geographers use digital tools.

2 **Outline** the process by which data is collected to create GISs and DEMs.

Apply and analyse

3 **Examine** Source 6 and answer the following questions.

- **a** What evidence is there that Cairns is under threat of flooding due to a rise in sea levels?
- **b** How could this DEM be useful to city planners?
- **c** Who else would find this model useful?

Evaluate and create

4 **Examine** the images of Hampton Beach on page 117 before completing the following tasks.

- **a** Imagine that the local council at Hampton Beach has asked you to suggest a range of digital data collection methods to create a GIS that will assist the council with its management of sand movement and loss at the beach. **Describe** the most relevant data collection methods to use.
- **b** Sketch the map layers that you think the council would most like to see included in the program.

3.15 Understanding spatial variations

In this topic, you will:

- » use the four spheres model to describe the Australian coastal environment
- » describe the natural and human factors that impact the coast.

Each place on the Earth's surface is unique. In the same way that no two people are exactly alike, natural environments such as forests, glaciers and coasts all differ. The reasons for these **spatial variations** may be complex, but recognising them is a critical part of understanding why different places have different problems. Geographers examine these differences and use what they find to propose solutions and responses to environmental change and/or issues. These solutions and responses need to be site-specific. They may work in one place but not work in another. Some environments are also more resilient to change than others.

The factors that need to be looked at when considering spatial variations in environments can be divided into two groups – natural factors and human factors.

spatial variations
a term used to describe the way built and natural features (e.g. towns, cities, rivers, mountain ranges, farming regions) are arranged on the Earth's surface

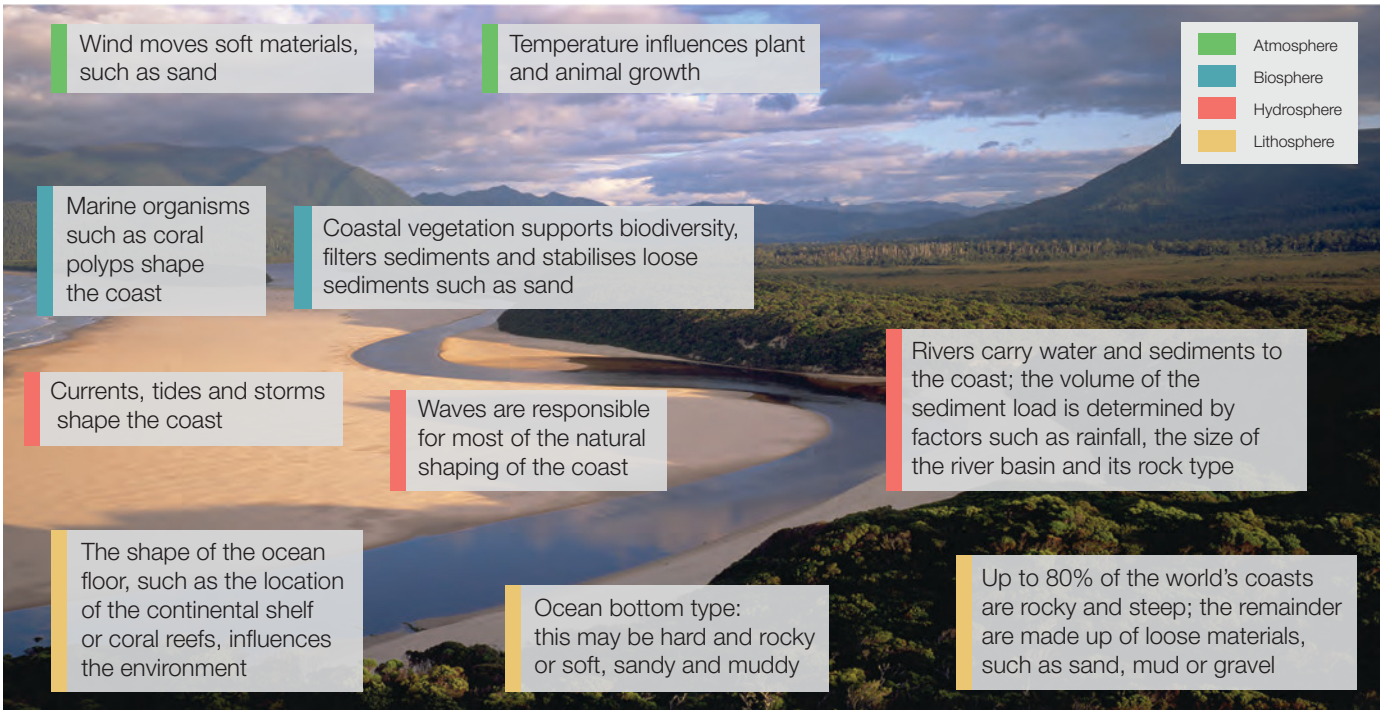
Natural factors

Geographers often use models to help them understand processes in the natural world. The four spheres model is particularly useful when investigating the natural factors that influence spatial variations. The four spheres that interact to form unique landscapes are:

1. the atmosphere – all the gases that surround the Earth
2. the biosphere – all living things on the Earth (that is, plants, animals, humans and other organisms) and the features they create
3. the hydrosphere – all the water on the Earth (in solid, liquid and gaseous forms)
4. the lithosphere – the outer rocky layer of the Earth (the crust).

Source 8 provides an example of how the four spheres model can be used to investigate and describe how natural factors interact to shape coastal environments.

anthropogenic
created or caused by humans



Source 8 An analysis of an Australian coastal environment using the four spheres model

Human factors

People have always been drawn to the coast. Coastal environments provide us with many services that we need to live and thrive, such as food, shelter, transport, recreation and flat land for building. Areas near the mouths of rivers also provide fresh water and fertile soil. Human influence tends to be concentrated in certain places on the coast where these services are most available. In these places, the coastlines are now so altered by human activities that some geographers refer to them as **anthropogenic** coasts (see Source 10), meaning humans have become the dominant force in these environments.

Source 9 The Gold Coast in Queensland is an example of an anthropogenic coast.

Features of an anthropogenic coast

- Coastal protection constructions, such as sea walls
- Cleared vegetation
- Dredged shipping channels
- Mining operations including sand mining and oil drilling
- Fishing and aquaculture
- Coastal agriculture
- Forestry
- Shipbuilding and other industries
- Shipping and port facilities
- Dammed rivers for hydroelectric power generation
- Naval and other defence operations
- Tourism and recreation
- Roads
- Drained coastal wetlands and salt marshes
- Land reclamation
- Cities

Source 10 Features of an anthropogenic coast

3.15 CHECK YOUR LEARNING

Review and understand

1 **Identify** the four interconnected spheres that make up the Earth.

Apply and analyse

2 **Identify** four ecosystem services that the coast provides us with.

3 Would rocky coasts be more resilient to change than sandy coasts? **Explain** your answer.

4 Choose a section of coastline you have visited or know well. **Describe** the natural and human processes that have shaped it.

Evaluate and create

5 In the same way that natural factors can be classified, so too can human factors. One method to classify them is the SHEEPT method. Use this method to **classify** the human factors listed in Source 10. For more information on the SHEEPT method, refer to page 23 of 'The geography toolkit'.

6 Select two of the coasts shown in the images in this chapter, for example:

- the Cinque Terre coast (Source 1 on page 86)
- Wamberal (Source 4 on page 91)
- the Coorong (Source 9 on page 106)
- Rainbow Beach (Source 12 on page 108)
- Hampton Beach (Source 1 on page 117).

Write a short report that **explains**:

- how these two coastal landscapes differ
- why these two coastal landscapes differ.

In your report, be sure to consider the natural and human factors that account for the differences between these two places.

3.16 Assessing environmental change

In this topic, you will:

» explain how geographers assess environmental impact in Australia.

In Australia, and in many other countries, building projects that are likely to impact on the natural environment must go through a process of environmental assessment. This involves a study of the likely impacts of the proposed project on the environment. The resulting document is called an Environmental Impact Statement (EIS) and is generally prepared by a geographer with specialised training.

When completed, the EIS is submitted to the relevant authority; for example, the state planning ministry. This body then has the authority to stop the project if it believes it will have too great an impact on the environment. Alternatively, the body may request changes to aspects of the project in order to minimise the environmental impacts.

CASE STUDY

The Ichthys Project

Map it!
Ichthys project

The Ichthys Project (named after the classical Greek word for 'fish') is the largest oil and gas mining project in the Northern Territory and one of the largest in the world. It was built by INPEX (a worldwide gas exploration company) and its partners, and includes construction in the Timor Sea and Darwin. Natural gas, an extremely valuable energy source, is extracted from beneath the Timor Sea and then transported to Darwin through a pipeline laid on the seabed.

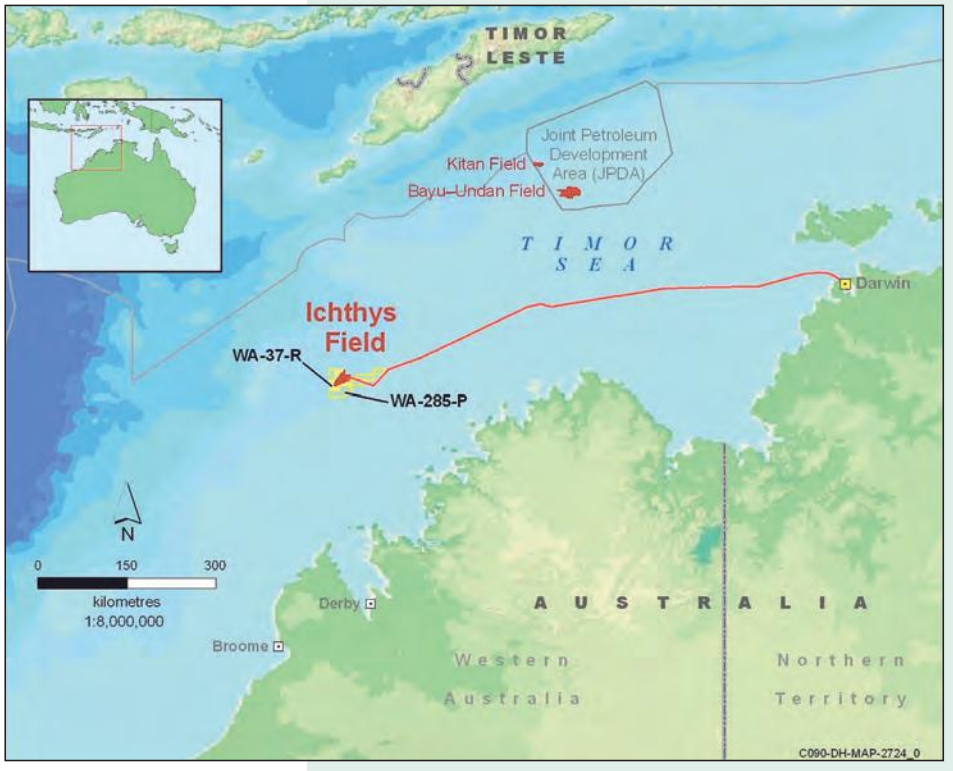
The massive project delivers significant social and economic benefits to Australia, bringing jobs, training, business opportunities and advancement for the energy industry.

The three stages of the project – the offshore wells, the pipeline and the onshore facilities at Darwin – were all assessed for their environmental impacts before the project was allowed to proceed.

The onshore processing plant was constructed on Middle Arm Peninsula – to the south of Darwin and close to an existing natural gas plant. The following factors were studied as part of the three-year environmental assessment of the project:

- the impact of dredging parts of the harbour and the disposal of the dredged material on corals, sea grass and marine animals such as dolphins, dugongs and turtles; this dredging involves the removal of a large rock shoal by methods such as using explosives (three explosions per day for 57 weeks) or specialised dredging machinery

ICHTHYS PROJECT: LOCATION OF THE OFFSHORE WELLS, PIPELINE AND ONSHORE PLANT



Source 11

Source: AAP

- an increase in underwater noise and the impact of this on dolphins, which use sound to navigate
- impacts on shore birds and wading birds, particularly from the loss of mudflat habitat and the potential for oil spills
- impacts on fish species, including the commercially important barramundi, and on crustaceans, especially mud crabs
- the removal of areas of mangrove forest, including plants listed as vulnerable to extinction, and the possible impacts of increased sedimentation on other areas of mangrove
- disposal of waste water, including sewage from the plant and the village built to house up to 3500 construction workers
- air and noise pollution, and the effects of these on Darwin residents
- greenhouse gas emissions – the project, when completed, will be the largest emitter of greenhouse gases in the Northern Territory and one of the largest in Australia.

Based on its assessment of the impacts and potential benefits of the project, the Northern Territory Government allowed it to go ahead, as long as INPEX made a number of changes to reduce the potential environmental impact and agreed to a range of recommendations. These included:

- monitoring and researching the health of Darwin Harbour for 40 years
- long-term research into coastal dolphins to assist with their conservation
- a $3 million donation to Charles Darwin University to assist in oil and gas research
- an extensive mapping project covering the natural habitats of the Darwin region.

Source 12 The onshore processing plant near Darwin

3.16 CHECK YOUR LEARNING

Review and understand

1 **Explain** what an Environmental Impact Statement (EIS) is used for.

2 **Identify** the potential benefits as well as potential negative impacts of the Ichthys Project.

Apply and analyse

3 **Examine** Source 11.

a Estimate the total length of the pipeline.

b **Predict** three potential impacts of the pipeline. Explain your answer.

4 **Describe** the changes to the natural environment caused by the building and operation of the plant pictured in Source 12.

5 **Explain** why INPEX would agree to the range of recommendations put forward by the Northern Territory government.

6 **Explain** the importance of each of the Northern Territory Government's recommendations for the natural environment.

Evaluate and create

7 Brainstorm with your classmates what cultural, economic and environmental factors a government would need to consider when deciding whether or not to approve a project like the Ichthys Project.

8 The Adani-owned coal mine in the Queensland Carmichael coal basin is one of the most controversial mining projects ever proposed in Australia. **Research** this project to find out what makes it so controversial, with a particular focus on environmental impacts.

3.17 Responding to environmental issues

In this topic, you will:

» explain how geographers propose responses to environmental change.

Quiz me!
A quick quiz on responding to environmental issues

Once an environmental issue has been identified and assessed, it is often necessary to come up with a suitable response. The environmental response must be individually designed for that particular environment. Management responses that are effective in one place may be ineffective or even damaging in other places.

When considering a suitable response to environmental issues, important questions to ask include:

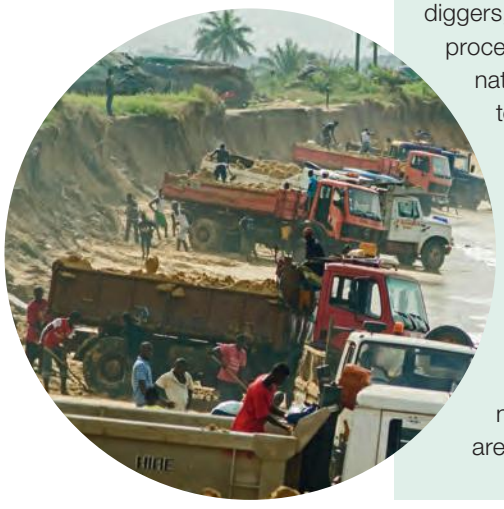
- Does the response deal with the causes of the issue as well as its effects?
- Is the response affordable in both the short and long term?
- Is the response beneficial to all natural environments, or does it just move the problem and perhaps result in greater environmental changes in another place?
- Is the response fair to all of the relevant stakeholders?

CASE STUDY

Sierra Leone's disappearing beaches

Sand mining is having a serious environmental impact on the coastal environment in the African nation of Sierra Leone. The capital city, Freetown, is experiencing a population and building boom. The population is growing by about 70 000 people per year and there is a growing demand for new housing, as well as for commercial and industrial buildings. Many of these buildings are made from concrete, which requires vast quantities of cheap, good-quality sand.

Sand-mining operations can involve up to 40 trucks at a time, each with a team of diggers, who shovel sand from a beach. This process is creating changes in both the natural environment (as the sea is able to penetrate further inland) and the human environment. Local residents are being affected as the remaining dunes are eroding rapidly and houses are falling into the sea.



Source 13 Sand mining on Hamilton Beach, Freetown, Sierra Leone

Possible responses

Sierra Leone is trying to build a viable tourism industry to boost the nation's economy, but tourist resorts are in danger of losing their beaches.

A possible response to this problem would be to declare sand mining illegal and arrest those who continue to take sand from the beaches. Another possible response would be to import sand from other places.

Some of the factors to consider when planning a response to the issue of sand mining in Sierra Leone are:

- Sierra Leone is one of the world's poorest countries. Sand mining provides a source of income for hundreds of men and their families.
- As Sierra Leone is a developing country, the levels of technology in industries such as transport and mining are low.
- Coastal areas are often heavily used for many purposes: for fishing, residences, tourism and recreation, as well as a source of building materials.
- As dunes disappear, coastal erosion is accelerating and is now up to 6 metres per year in some places.
- Global climate change is expected to raise sea levels on this coast and to increase the number and severity of storms generating large, destructive waves.
- Corrupt local officials accept payments from the construction companies to continue sand mining.

KEY SKILL
Communicating & reflecting

Evaluating possible responses to environmental issues

Part of a geographer's role is to evaluate the strengths and weaknesses of responses to environmental, economic and social issues.

When evaluating possible responses to environmental issues such as the one in Sierra Leone, follow these steps:

Step 1 Read the background information carefully and make sure that you understand it. Conduct some additional research on the issue if anything is unclear.

Step 2 In some cases, you may need to suggest your own responses to environmental issues. In other cases, you will evaluate responses suggested by others; for example, in the case of Sierra Leone, consider the following responses:

- Response 1 – Declare sand mining illegal and arrest those who continue to take sand from beaches
- Response 2 – Import sand from other places.

Step 3 Develop a set of criteria to evaluate each of the suggested responses. These criteria should consider all sides of the issue; for example, economic viability, environmental sustainability and social justice.

Step 4 Create a table to evaluate each response against each criterion. You may like to use symbols, such as:

- ✓ – criterion met
- % – criterion partly met
- × – criterion not met
- ? – unsure.

Step 5 Use the data in your table to select the best response to the issue. You may need to reconsider particular aspects of the response (and make modifications), or combine aspects of more than one response, to come up with the best solution.

Step 6 Based on your evaluation, present your final recommendation. Include maps and diagrams to help describe the proposal and the intended benefits.

Practise the skill

1 Follow the steps to develop a sustainable response to beach sand mining in Sierra Leone.

For more information on this key skill, refer to page 33 of 'The geography toolkit'.

3.17 CHECK YOUR LEARNING

Review and understand

1 **Explain** why beach sand mining is a problem.

2 **Explain** why the Sierra Leone Government does not simply ban beach sand mining.

Apply and analyse

3 a **Identify** the effects of sand mining.

b **Rank** them from the most to least significant in terms of the severity of environmental impact.

c Using the information in this topic and your own knowledge, **analyse** one of the highest-ranking effects of sand mining that you identified in question 3a.

Evaluate and create

4 Using Source 10 on page 121, **identify** the human factors that are shaping the coastline of Sierra Leone.

a **Compare** these to the human factors shaping the coastline at Hampton Beach (see page 116).

b **Propose** one strategy to combat the effects of these human factors in both places.

c **Evaluate** your strategy by listing its strengths and weaknesses before making an overall judgment about how strong it is.

3C RICH TASK

Quizlet
Revise the key terms you have learnt so far.

Gulf of Mexico oil spill

The Gulf of Mexico lies between the United States, Mexico and Cuba, and contains one of the world's busiest oilfields. There are almost 3200 active oil wells in the Gulf, along with a further 27 000 abandoned oil wells.

In April 2010, the Deepwater Horizon – an active oil well operated by British Petroleum (BP) – exploded and sank to the sea floor, 1500 metres below the surface. Oil gushed from the well for three months, while BP and American authorities tried desperately to plug the hole. The results were catastrophic. An oil slick covering 1500 square kilometres started moving towards the American coastline. Thousands of sea birds, fish, dolphins and turtles were covered in oil and died. Other animals along the shoreline, such as crabs and molluscs, were also badly affected. Local industries such as fishing and tourism collapsed, and many people lost their livelihoods.

KEY SKILL
Analysing maps

Analysing environmental issues using complex maps

In the case of an environmental accident, the impacts of the accident usually have multiple causes. Geographers try to go beyond the direct cause (the oil well blew up) to explore other indirect factors that influenced the course and extent of the impacts. These are generally a combination of natural processes and human activities.

As we saw in Rich task 3B on page 114, complex maps are maps that contain more than one set of information. Geographers use complex maps to analyse different features, reveal patterns and explain links between features in a given area. You can analyse a complex map by following these steps:

Step 1 Look carefully at the map and read its title to make sure you understand what is being shown.

Step 2 Examine the map's legend. Complex maps can have more than one part to a legend, and these parts will be represented on the map in different ways.

Step 3 Train your eyes to look for one set of information at a time. For example, look at solid blocks of colour on the map and work out what they tell you.

Step 4 Move to a different set of information by selecting another symbol or block of colour from the legend. Examine the map to identify this symbol or colour.

Step 5 Look for concentrations of the same symbol in areas, to see if patterns exist.

Step 6 Note any patterns you can find on the map between different features and locations.

Step 7 Describe the degree to which patterns are connected.

Step 8 Try to suggest reasons for the connection between the two patterns.

For more information on this key skill, refer to page 18 of 'The geography toolkit'.

Practise the skill

1 Using Source 14, **analyse** the causes and effects of the Gulf of Mexico oil spill. A larger version is available on your obook pro.

Once you have completed your analysis, fill in a table like the one in Source 15 as a way of organising your results. An example has been done for you.

Extend your understanding

In addition to complex maps, geographers use information from a range of other sources to explain how the impacts of the accident progressed and to look at the longer-term impacts on the environment.

Research the Gulf of Mexico oil spill on the internet before answering the following questions.

1 Can you identify any contributing factors to the accident that are not shown on Source 14 (for example, any economic or technological factors)? What was their role in the accident? Add these factors to a table like the one in Source 16.

2 Since 2000, more oil wells have been drilled in much deeper water than in the past. Some experts believe that this was an important factor in this disaster. Why do you think wells are now being drilled in much deeper water?

GULF OF MEXICO: EXTENT OF OIL SPILL FROM DEEPWATER HORIZON, 2010

Source 14 Source: Oxford University Press

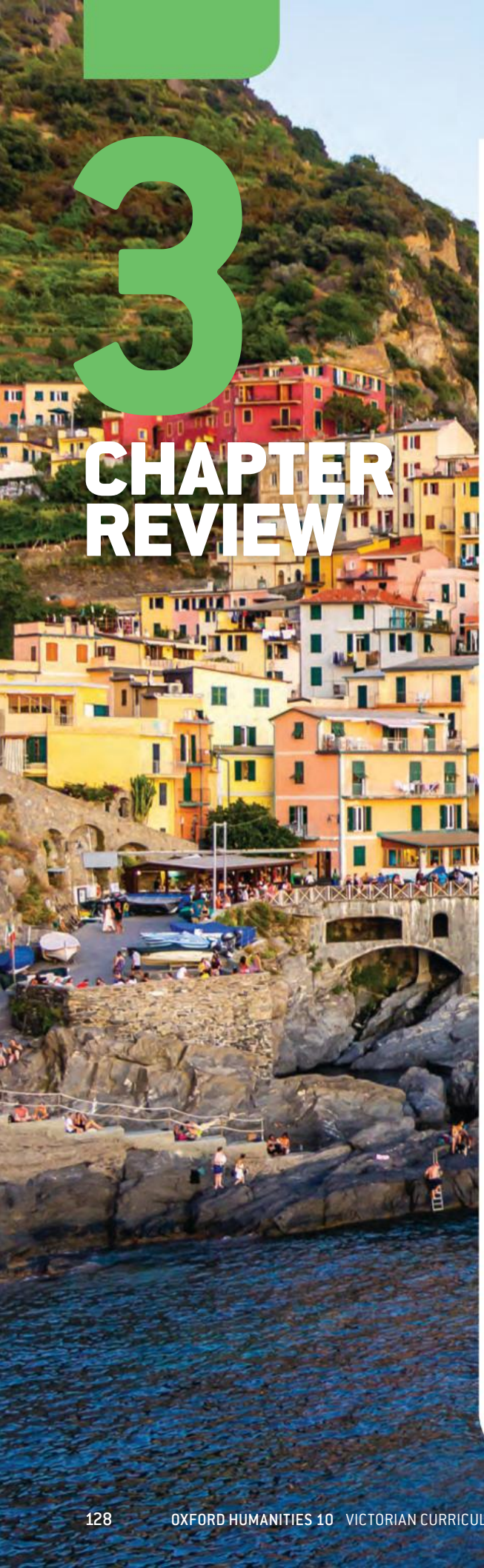
Source 15

Geographic factor	Possible contributing feature	Description of feature
Physical environment	Shape of the coastline	The Gulf of Mexico is an extensive broad bay that opens to the Atlantic Ocean and Caribbean Sea in the east.
	Features of the seabed	
	Location of coastal marshes	
Natural processes	Ocean currents in the Gulf	
Demographics	Distribution of towns and cities	
	Location of oil refineries and oil rigs	

Source 16

Contributing factors	Possible contributing feature	Description of feature
Economic factors	Level of development of the United States	
	Importance of oil in the US economy	
	Importance of tourism and fishing industries	
Technological factors	Operation of oil refineries and oil rigs	
	Technical failure of oil rig	

Map
Gulf of Mexico: Extent of oil spill from Deepwater Horizon, 2010



3 CHAPTER REVIEW

Review questions

3A How is the coastal environment changing?

1 **Identify** two natural processes that change the coastal environment. (2 marks)

2 Using specific examples, **explain** how the reduction of biodiversity in coastal environments occurs. (5 marks)

3 **Analyse** why coasts are particularly vulnerable to the impacts of climate change. (3 marks)

(Total: 10 marks)

3B How can coastal changes be managed?

1 **Outline** why groynes are built in some coastal environments. (2 marks)

2 **Summarise** the valuable role played by Aboriginal and Torres Strait Islander peoples in the management of coastal environments in Australia. Use one specific example to support your answer. (2 marks)

3 **Discuss** why Integrated Coastal Zone Management (ICZM) is a better way to manage change at the coast than methods that were used in the past. Use specific examples of management strategies in your answer. (6 marks)

(Total: 10 marks)

3C How can geographers help to manage coastal changes?

1 **Outline** what GIS mapping is. (2 marks)

2 **Explain** the ways in which decisions made in the past are impacting the coastal environment of Hampton Beach today. (3 marks)

3 **Compare** the coastal changes at Hampton Beach in Melbourne and Hamilton Beach in Sierra Leone. What are some of the key similarities and key differences? (5 marks)

(Total: 10 marks)

Review activity

Booming Busan

Examine Source 17 and use your skills in interpreting satellite images to answer the questions below.

Source 17 The port of Busan in 1988 (left) and 2017 (right)

1. Locate the Nakdong River in Source 17. **Describe** the changes that have occurred to the three small islands at the mouth of the river between 1988 and 2017. (2 marks)
2. **Identify** and describe the natural process that has been responsible for the change in these islands. (3 marks)
3. Locate Gadeok Island in Source 17. **Describe** the changes that have occurred on the northern tip of this island between 1988 and 2017. (3 marks)
4. **Identify** and describe the human activity that has been responsible for these changes. (3 marks)
5. **Identify** and describe three coastal changes that have occured to the coastline at the port of Busan between 1988 and 2017. (3 marks)
6. In a carefully worded paragraph, **explain** the probable causes of these coastal changes. Include both direct and indirect causes of change. (6 marks)

(Total: 20 marks)

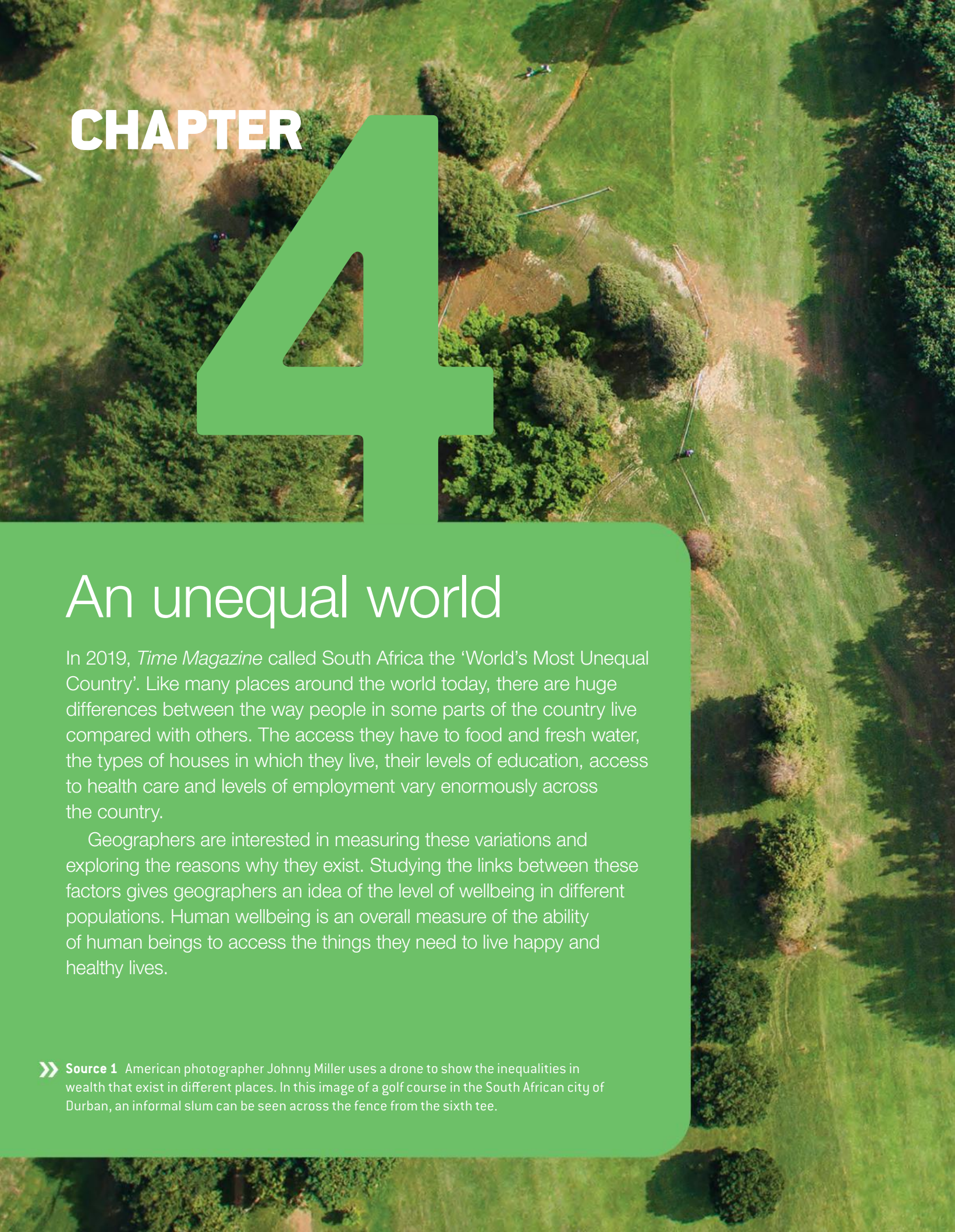
Check your Student obook pro for these digital resources and more:

Student book questions
Chapter 3

Key skill worksheet
Communicating & reflecting: Chapter 3

Quizlet
Play a game of Quizlet on Coastal change and management.

Chapter review quiz
Chapter 3



CHAPTER 4

An unequal world

In 2019, *Time Magazine* called South Africa the 'World's Most Unequal Country'. Like many places around the world today, there are huge differences between the way people in some parts of the country live compared with others. The access they have to food and fresh water, the types of houses in which they live, their levels of education, access to health care and levels of employment vary enormously across the country.

Geographers are interested in measuring these variations and exploring the reasons why they exist. Studying the links between these factors gives geographers an idea of the level of wellbeing in different populations. Human wellbeing is an overall measure of the ability of human beings to access the things they need to live happy and healthy lives.

Source 1 American photographer Johnny Miller uses a drone to show the inequalities in wealth that exist in different places. In this image of a golf course in the South African city of Durban, an informal slum can be seen across the fence from the sixth tee.

4A

How does wellbeing vary around the world?

4B

How does wellbeing vary within countries?

4.1 Defining wellbeing

In this topic, you will:

» define the factors that contribute to wellbeing.

wellbeing
the ability of human beings to access the things they need in order to live happy and healthy lives (e.g. food, water, education, safety and security)

Geographers define human **wellbeing** as the ability of people to access the things they need to live happy, healthy and contented lives. Whether a person is born in a refugee camp in Tanzania, a megacity in China, a rural town in France or a coastal city in Australia, their primary requirements for life are the same. These requirements include fresh water, a secure food supply, shelter, clothing and safety. Once these primary needs have been met, secondary needs – such as the ability to make a decent living, good health and access to education – become important in determining an individual's level of wellbeing.

Wealth

Our access to the basic necessities of life are determined largely by our degree of wealth and our ability to earn a living. Wealth is generated by producing and selling things, earning wages from work, making investments or owning assets. If we have enough wealth, we can use it to access a wide variety of goods and services. If we do not, we may struggle to buy things such as food, medicine and tools that we could use to generate more wealth (see Source 1). There are huge variations in wealth across the globe. It is estimated, for example, that the wealthiest 1 per cent of adults own 44 per cent of the world's assets, and that the 26 richest people in the world have a greater combined wealth than the world's 3.5 billion poorest people combined.

Source 1 The United States is home to more billionaires than any other country. However, as in all countries, wealth is unevenly distributed.

Health

Human health is affected by a wide range of factors. Clean air, clean water and a secure supply of nutritious food are all vital, but other factors are also important. These include the ability of a community to treat and control the spread of diseases, provide health care when individuals are sick or injured, care for the vulnerable such as babies and the aged, and provide emergency services in times of crisis. Access to health care is vital during natural disasters such as a drought or human-made disasters such as war, which can limit supplies of food and water. People living in war-torn countries often struggle to find the basic requirements needed for a healthy life.

Source 2 People in Singapore enjoy one of the world's best health-care systems. A baby born in Singapore is 50 times more likely to survive their first year of life than a baby born in Pakistan.

Education

Access to a formal education is viewed by many people as the key to improving wellbeing. Being able to read and write gives people access to a greater number of services, and provides a range of options that can lead to better jobs, higher wages and improved standards of living. Education also increases people's self-esteem and allows them to have more control over their future.

In many countries, poverty and conflict are the two major reasons why children do not attend school. Further, education can be especially difficult for girls to obtain, because in a great number of cultures, educating boys is seen as more worthwhile. While parents may work hard to send their sons to school, they may prefer to have their daughters helping out at home.

Despite these obstacles, rates of schooling and literacy (the ability to read and write) are increasing around the world. For example, in the countries of Africa that lie south of the Sahara Desert (a region known as Sub-Saharan Africa), the enrolment rates of children in primary school rose from 54 per cent in 1970 to 98 per cent in 2020. In wealthy countries, such as Australia, New Zealand and the United States, primary education is seen as so valuable that it is made compulsory, free and universal.

Source 3 In 2021, about 74 per cent of Indian adults could read and write. This compares with a rate of just 12 per cent in 1947. Despite this dramatic improvement, India is home to the world's largest number of illiterate people.

4.1 CHECK YOUR LEARNING

Review and understand

1. **Define** 'human wellbeing' in your own words.
2. **Explain** why access to education is seen by many as the key to improving wellbeing.

Apply and analyse

3. **Distinguish between** primary requirements and secondary requirements for wellbeing.
4. **Describe** the contrasts in wealth shown in Source 1.
5. **Suggest** possible reasons why survival rates of babies born in Singapore are so much better than those in Pakistan.

Evaluate and create

6. Conduct some research to **discuss** wellbeing in Australia. Use the headings 'wealth', 'health' and 'education' to guide your discussions.
7. Which photograph in this topic best shows what wellbeing means to you? **Justify** (give reasons for) your answer.

Quiz me!
A quick quiz on defining wellbeing

4.2 Different views of wellbeing

In this topic, you will:

» compare indicators and concepts of human wellbeing.

The way in which we define wellbeing is dependent on many factors. These include our values, beliefs, history, environment, level of education and **culture**. People from different environments and cultures often view wellbeing in vastly different ways.

culture
a term used to describe the shared characteristics (e.g. language, food, religion, beliefs, etc.) of a population or group of people

Gross Domestic Product (GDP)
the total monetary value of all the goods and services produced by a country over a specific time period (usually a year)

literacy rates
statistical measures of the percentage of adults (over the age of 15) in an area or population that can read and write

Common indicators of wellbeing

Geographers often rely on a range of quantitative data to measure and compare levels of wellbeing around the world. Two of the most common measures used today are **Gross Domestic Product (GDP)** and **literacy rates**. These measures are referred to as universal indicators because, while they are not perfect, the data they provide is easily obtained and allows geographers to make basic international comparisons.

GDP provides a measure of the total market value (i.e. the monetary value) of all the goods and services produced in a country in a given year. By dividing the GDP of a country by the total number of people living there, the GDP per capita can be calculated. This gives an approximation of the value of goods and services produced per person in the country each year. This data is then used to assess the average productivity and wealth of individuals.

Literacy rates give an indication of the number of people in a population who are able to read and write. Data relating to literacy is often used as a measure of educational results in different countries. In general, low levels of literacy and education can impede the economic development of a country and negatively affect wellbeing.

Wellbeing for Aboriginal and Torres Strait Islander Australians

Many Aboriginal and Torres Strait Islander peoples have a view of wellbeing based on traditional beliefs of interrelationships between individuals, their community and the land. Wellbeing is achieved when the relationships between these factors work together in harmony. This is often described as a holistic view of wellbeing. Importantly, ill-health will arise and persist when the harmony of these relationships is disrupted.

Source 4 For Aboriginal and Torres Strait Islander peoples, wellbeing is partly determined by connection to the land.

It can therefore be difficult to measure the wellbeing of Aboriginal and Torres Strait Islander Australians using only the common universal indicators. The Australian Bureau of Statistics has attempted to develop a model that takes into account Aboriginal and Torres Strait Islander values when considering wellbeing levels. As well as using measures of health, literacy and wealth, this model includes wellbeing measures related to an individual's connection to their community, ancestry, cultural traditions and identity, land and spirituality.

CASE STUDY

Bhutan and Gross National Happiness (GNH)

Source 5

> It's easy to mine the land and fish the seas and get rich. Yet we believe you cannot have a prosperous nation in the long run that does not conserve its natural environment or take care of the wellbeing of its people, which is being borne out by what is happening to the outside world.
>
> Thakur Singh Powdyel, Bhutan's Minister of Education

Since 1971, the tiny Himalayan country of Bhutan has rejected GDP as the way to measure the wellbeing of its people and instead adopted a measure known as Gross National Happiness (GNH). While this might seem like nothing more than a good idea, in Bhutan it is taken very seriously. A GNH measure is taken every year, as the country's government attempts to move its citizens towards a happier state.

The four guiding principles of GNH are equitable social development, cultural preservation, conservation of the environment and promotion of good governance. Children are taught these principles at school, along with better environmental practices and basic agriculture. At school, bells have been replaced with soothing music and there are daily meditation sessions.

In a study that measured happiness in 178 countries, the Bhutanese ranked as the eighth happiest people on the planet. Bhutan was the only country in the top 20 with a low GDP.

Source 6 Since 1971, GNH has replaced GDP as the measure of wellbeing in Bhutan.

4.2 CHECK YOUR LEARNING

Review and understand

1. **Outline** what GDP measures.
2. **Explain** how GDP is used as an indicator of wellbeing.

Apply and analyse

3. **Apply** the geographical concept of place to explain why wellbeing is closely linked to the land for many Aboriginal and Torres Strait Islander Australians.
4. Australia has not adopted GNH as a measure of wellbeing. **Suggest** one reason why this might be the case.
5. **Compare** GDP with GNH. What are their similarities? What are their differences?

Evaluate and create

6. What are some important aspects of your own wellbeing? **Compare** the ways they are similar to or different from the measures of wellbeing in this topic.
7. The New Zealand Government recently began to measure wellbeing using a measure called the Living Standards Framework (LSF). **Research** the LSF and list two strengths and two weaknesses in how it measures wellbeing.

Map it!
World: Happy planet index

4.3 Mapping wellbeing

In this topic, you will:

» describe the range of maps geographers use to explore the spatial patterns of wellbeing.

Geographers use a range of maps to explore the spatial patterns in wellbeing within and between countries. Maps can be used to show variations in wellbeing around the world using specific indicators, such as the **Human Development Index (HDI)**, or levels of poverty. By using a range of different mapping techniques, geographers can easily identify if countries with a high proportion of people living in poverty are clustered together or spread across the globe. They can then use this information to make comparisons and draw conclusions about the level of wellbeing in these places.

Choropleth maps

Choropleth maps give a quick impression of a spatial pattern by using dark and light shades of the same or similar colours. Darker shades usually show 'the most' and lighter shades show 'the least'. In Source 7, for example, countries are shaded according to their HDI rating. This measure, developed by the United Nations, combines several indicators into a single measure. The world's countries are ranked using indicators of health (**life expectancy**), education (literacy) and income (GDP). This ranking is then used to place the world's countries into four categories, ranging from 'very high' HDI to 'low' HDI. The United Nations uses the same measure each year in its annual *Human Development Report*, so that a country's scores, rankings and categories are regularly updated.

Human Development Index (HDI)
a tool developed by the United Nations to grade and rank the social and economic development of the world's countries in order from most to least developed

choropleth maps
maps that display data or characteristics (e.g. HDI rankings) across an area by using colour or shade to represent the value of the data (e.g. dark green for high rankings and light green for low rankings)

life expectancy
a statistical measure of the average number of years a person in an area of population can expect to live from the year in which they were born

WORLD: HDI RATINGS

Source 7 Mapping wellbeing using a choropleth map

Source: Oxford University Press

Key skill worksheet
Analysing maps: Mapping wellbeing

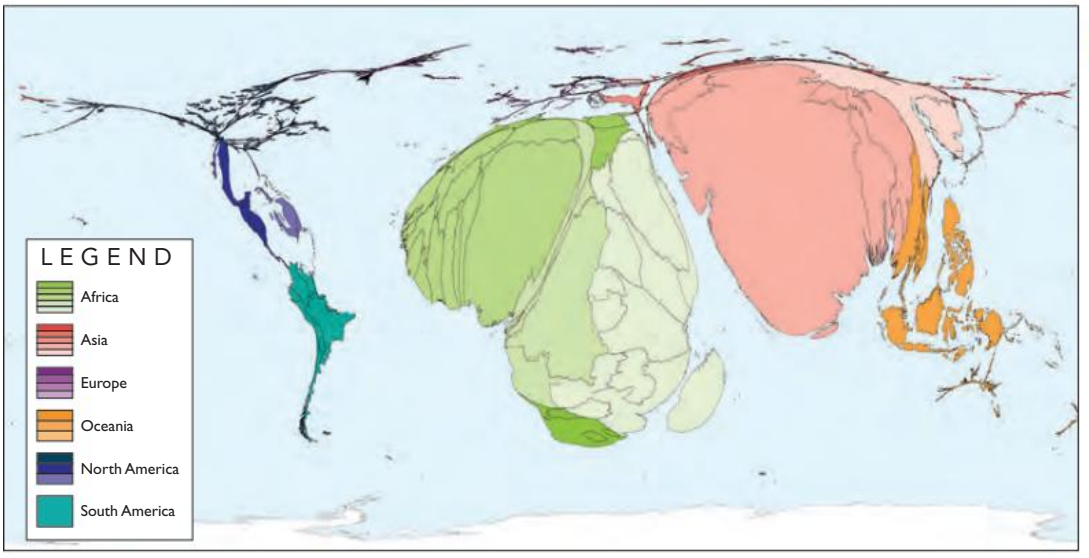
Cartograms

A **cartogram** is a type of map that displays countries in roughly their correct geographic locations, but the size of countries is determined by the variable being mapped. For example, in Source 8, the size of each country is determined by the proportion of the population that is living in poverty within that country. The larger the country is shown on this map, the greater the proportion of people living in poverty in that country.

The colours are added to the map to divide the world into geographic regions so that different cartograms can be easily compared.

cartogram
a type of map that is distorted to show a representation of statistical data, rather than land area

WORLD: PROPORTION OF POPULATION LIVING IN POVERTY



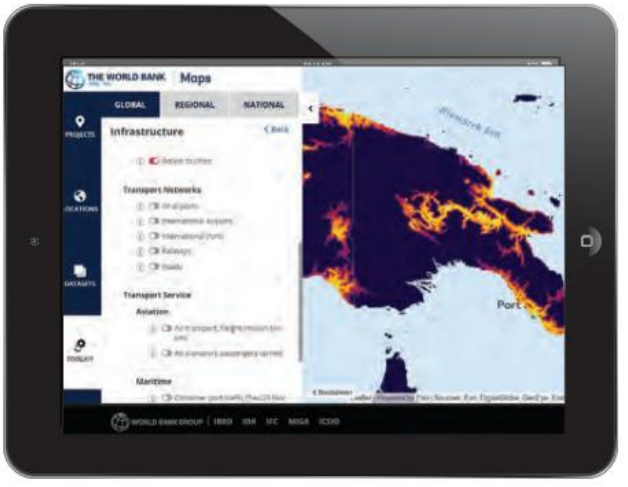
Statistics database
World Statistics Data

Source 8 Mapping wellbeing using a cartogram

Source: World Mapper

GIS maps

Geographic information system (GIS) maps display data as a series of layers of digital information. Each layer of the map focuses on a different aspect of the environment, such as poverty, population, roads, settlements or land relief. When using a GIS program, geographers can switch layers on and off, allowing them to compare different aspects of the environment and look for interconnections between them. International organisations such as the World Bank are increasingly using GIS technology to map their activities and projects.



Source 9 A screenshot of a World Bank GIS map exploring the link between topography and accessibility in Papua New Guinea

4.3 CHECK YOUR LEARNING

Review and understand

1 **Identify** what the HDI is and what is it used for.

2 **Explain** what a cartogram is and why a geographer might use one.

Apply and analyse

3 Do you think cartograms or choropleth maps are more useful for investigating variations in patterns of wellbeing? **Explain** your answer.

4 Imagine that you are creating a GIS map to explore the links between wellbeing and natural resources. **Determine** (decide) which map layers would be useful to you when creating this map. Explain your answer.

Evaluate and create

5 Use the 'World statistics' section in your obook pro to complete this task.

a Form groups of three. Have each person conduct some **research** on a different indicator of wellbeing in South America: GDP, literacy rates or life expectancy.

b With your data, each **create** a choropleth map for the countries of South America. Use the same colours or shades for all the maps.

c Place the maps on the classroom wall beside each other so that you can easily **compare** them. What similarities do you notice? What are some of the key differences?

4.4 Exploring links between wellbeing

In this topic, you will:

- » explore links between wellbeing using scatterplots
- » practise constructing a scatterplot using Microsoft Excel.

Aspects of wellbeing such as health, wealth and education are usually closely related. A change in one aspect of a person's wellbeing usually affects other aspects of their wellbeing. For example, children who attend school tend to have better health than those who do not. Links such as these can be seen at the national scale as well as at the local scale. One of the most useful tools when exploring these links is a special type of graph known as a **scatterplot**.

Scatterplots

Scatterplots are similar to line graphs in that they are used to display data plotted against two variables. Scatterplots are used by geographers to show the degree to which one of the variables shown on the graph is related to the other. This relationship is known as the **correlation**. Commonly, scatterplots show data for a number of countries, each of which is represented by a dot on the graph.

- When the dots come close to forming a straight line, they are closely related and therefore are said to have a 'high correlation'.
- When the dots do not come close to forming a straight line, they are not closely related and therefore are said to have a 'low correlation'.
- When the trend is increasing, the correlation is positive.
- When the trend is decreasing, the correlation is negative.

A trend line is often added to a scatterplot to demonstrate the strength of the relationship between the two variables.

Source 11 shows a selection of the most common trends that can are seen on a scatterplot.

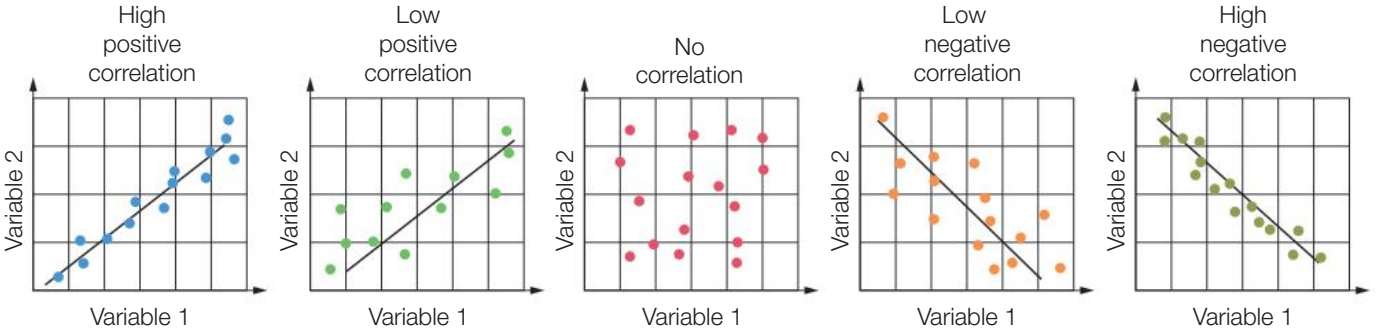
With the introduction of digital graphing tools, it has been possible to add more data to make scatterplots even more useful. Three variables can now be graphed to create a 3D scatterplot. In Source 10, for example, the size of each dot is determined by the size of the population of the country. By animating graphs, it is also possible to show changes in variables and their correlation over time.

scatterplot
a type of graph that uses two sets of data by plotting points along two axes, the pattern of which shows their correlation; also called a scattergraph or scattergram

correlation
a statistical measure that indicates the extent to which two or more variables are related or linked

Worksheet
Links between wealth and wellbeing

Source 10 This scatterplot taken from the Gapminder website is exploring the correlation between life expectancy and fertility (babies per woman) worldwide.



Source 11 Simple scatterplots showing different types of correlation

Constructing scatterplots using Microsoft Excel

KEY SKILL Collecting & representing data

You can use a computer program such as Microsoft Excel to construct a scatterplot and show the correlation between two variables. (Note: These instructions may need to be varied a little, depending on the version of the program you are using.)

Step 1 Enter the data into an Excel spreadsheet. The first indicator goes into column A and the second into column B. The data for each country must go into a separate cell (box) on the spreadsheet.

Step 2 Highlight all of the cells containing data.

Step 3 Using the menu at the top of the spreadsheet, select 'insert' → 'scatter' → 'the first scatterplot'. This will convert your data into a scatterplot.

Step 4 The vertical axis usually defaults to begin at zero, but the correlation is often easier to see if it begins slightly less than the lowest value being graphed. Look at your graph and decide what you would like as the lowest value on the vertical axis. Use 'format' → 'chart elements' → 'vertical (value) axis' → 'format selection', and enter the value you have decided on in the 'minimum bounds' box. You can use this menu to make other changes to the axes as required. Close the menu.

Step 5 Right click on one of the dots on the graph and select 'add trend line'.

Step 6 Use the chart design dropdown 'add chart element' menus to turn off the gridlines and the legend. Add a title and label the axes.

Practise the skill

1 Use the 'World statistics' section in your obook pro to find the life expectancy and GDP rates for all the countries of Oceania. With this data, **construct** a scatterplot exploring the links between life expectancy and GDP per person for the countries of Oceania.

For more information on this key skill, refer to page 26 of 'The geography toolkit'.

Statistics database
World Statistics Data

Weblink
Gapminder

4.4 CHECK YOUR LEARNING

Review and understand

1 **Explain** the purpose of scatterplots.

2 **Define** the word 'correlation'.

Apply and analyse

3 In your own words, **describe** the relationship between life expectancy and fertility, as shown in Source 10.

4 Scatterplots often contain one or two countries that do not conform to the general pattern and sit apart from most other countries on the graph. These are called outliers.

a **Identify** the number of outliers in Source 10.

b **Suggest** two reasons why these countries might not conform to the general pattern.

Evaluate and create

5 Visit the Gapminder website and scroll down to 'Animating data'. Click the 'play' button to see how countries have changed over time. Explore the graphs on this website by selecting different indicators for each axis and observing the ways in which their correlation changes.

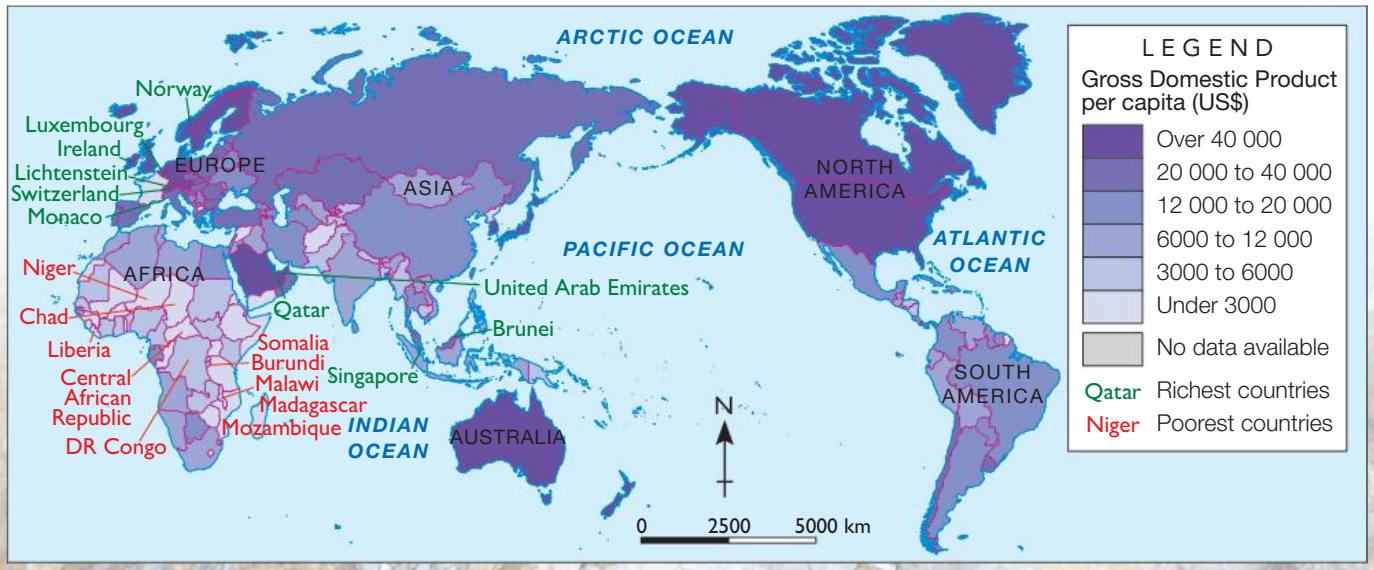
4.5 Contrasts in wealth

In this topic, you will:

» examine issues affecting the development of the Democratic Republic of the Congo.

By any measure, the world's wealth is unevenly distributed and has been since European nations explored the world 500 years ago, colonising nations in the search for resources that would improve their wellbeing. As we saw in topic 4.2, a country's wealth is usually measured by evaluating its GDP. This is done by determining the size of its economy – by adding the total value of all goods and services produced during a year. To make meaningful comparisons between countries with different size populations, the total GDP is divided by the size of the population to produce a measure known as 'GDP per capita'. Source 12 shows the GDP per capita of countries worldwide, together with the location of the world's 10 richest countries and the world's 10 poorest countries.

WORLD: GDP PER CAPITA



Source 12

Source: Oxford University Press

CASE STUDY

Levels of wealth in the Democratic Republic of the Congo

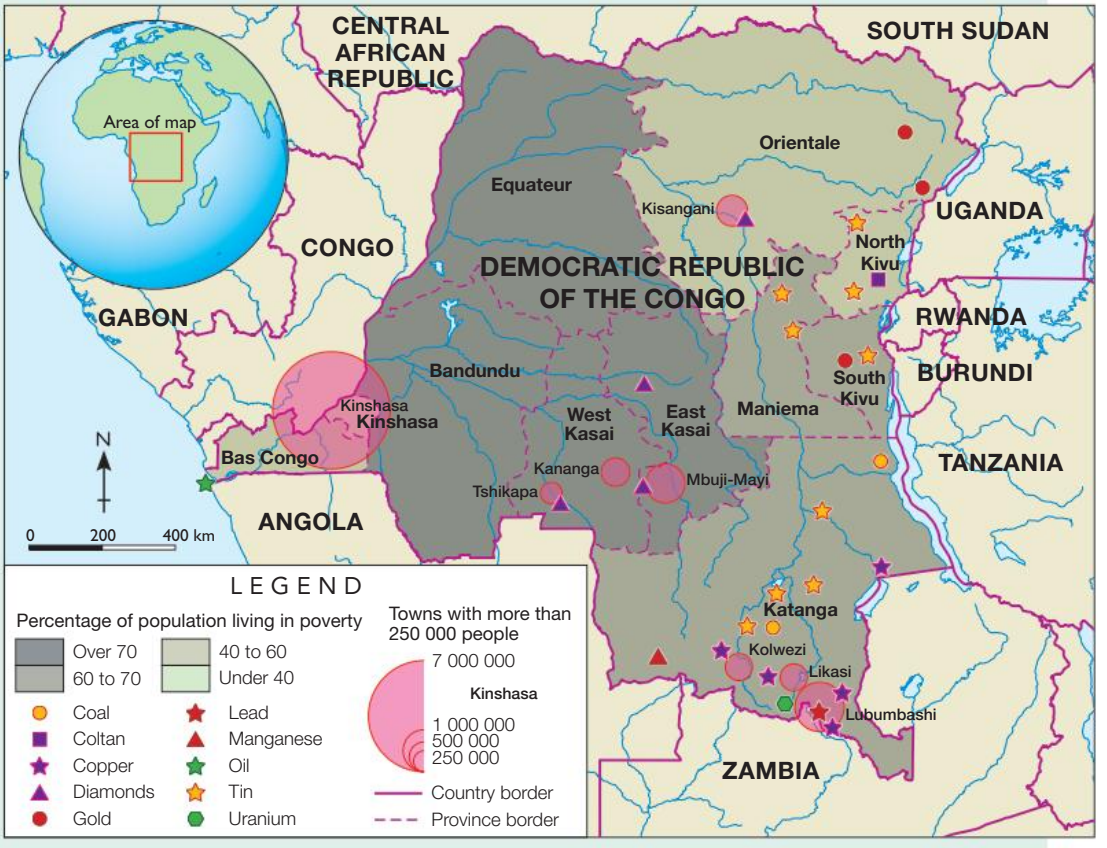
In Sub-Saharan Africa, about 40 per cent of the population lives below the poverty line. The poverty line is the estimated minimum level of income needed to secure the necessities of life, such as food, water and shelter, and is currently estimated at US$1.90 a day.

While this proportion has decreased over the past few decades, it still leaves 430 million people living in absolute poverty. Over 66 million of these live in the largest Sub-Saharan country, the Democratic Republic of the Congo (DRC), which is one of the world's poorest nations.

The DRC has vast natural resource wealth, including fertile soil, vast hydroelectric power potential, and some of the world's largest deposits of precious minerals and metals – including those necessary to produce new technologies, such as lithium and cobalt. It has been estimated that the DRC contains US$24 trillion of untapped mineral wealth. The mining industry, however, is riven by corruption, where individual DRC labourers work in appalling conditions for very low rates of pay. For many people in rural areas, however, it provides one of the only opportunities for ongoing work. Minerals such as gold are seen by many as a road to wealth and worth fighting for. This has resulted in armed conflict in some districts. It is also taking workers away from farming, leaving the country without enough food to feed its people. Some people living in poverty in rural areas have fled to large cities – such as the capital, Kinshasa – in the hope of improving their wellbeing.

Map it!
The Democratic Republic of the Congo

THE DEMOCRATIC REPUBLIC OF THE CONGO



Source 13

Source: Oxford University Press

Source 14 Gold mining in the DRC is back-breaking dangerous work.

4.5 CHECK YOUR LEARNING

Review and understand

1 **Define** the term 'poverty line'.

2 Using Source 12:
   - a **List** the world's 10 poorest countries.
   - b **Identify** the region of these 10 countries.
   - c **List** the world's 10 richest countries.

Apply and analyse

3 **Examine** Source 13.
   - a **Describe** the relationship in the DRC between:
     - i mineral deposits and poverty
     - ii city living and poverty.
   - b **Summarise** the issues affecting the development of the DRC.
   - c **Describe** the pattern of poverty within the DRC using the PQE method. Use the names of specific places in your description.

4 Many people in the DRC are moving to Kinshasa.
   - a Use Source 13 to **explain** why this may be the case.
   - b **Predict** three problems a big influx of migrants might cause for the city and its people.
   - c **Propose** (put forward) one possible solution that the city of Kashana could use to help overcome one of the problems you listed in part b.

Evaluate and create

5 Using the internet, **research** additional information to complete the following task:
   - Brainstorm the factors that might help to explain why global wealth is so unevenly distributed, especially between countries labelled green and red in Source 12.
   - Try to think of as many reasons as you can and then **classify** them into groups of factors. Decide on headings for these groups.

4.6 Contrasts in health

In this topic, you will:

» examine the unequal distribution of health indicators in the world.

infant mortality rates statistical measures of the proportion of children in an area or population under the age of 12 months who die; expressed as number of deaths per 1000 live births

developing countries non-industrialised countries with relatively fragile economies and a low standard of living that are not always able to support the needs of their citizens

developed countries industrialised countries with well developed economies and a relatively high standard of living that are able to support the needs of their citizens

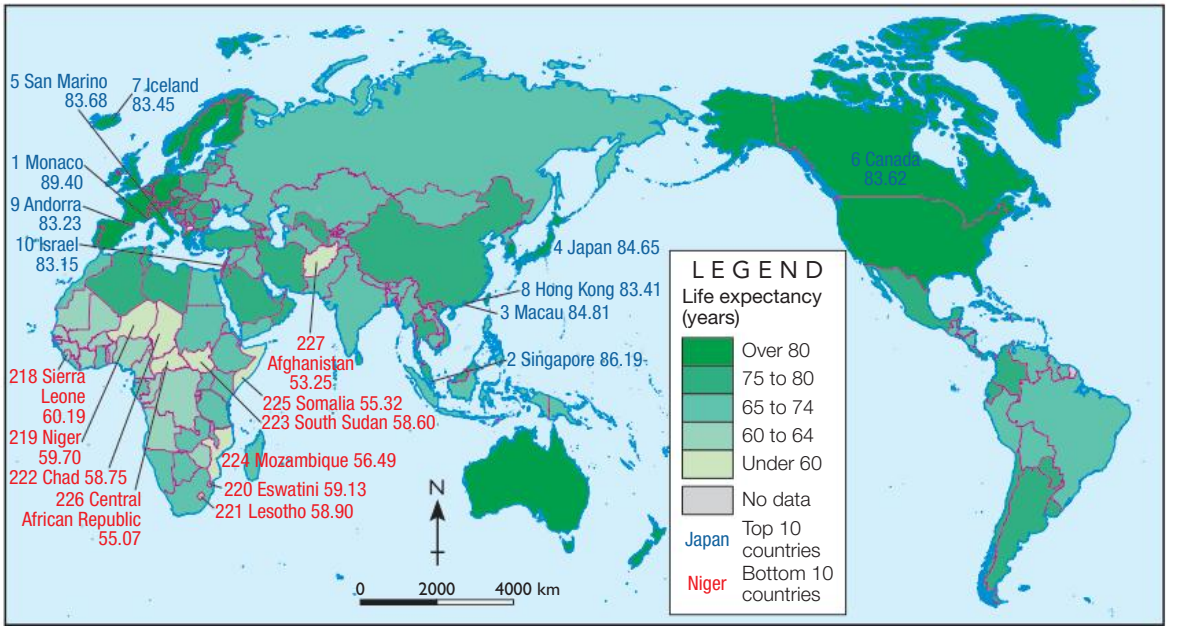
In some countries, people struggle to obtain the most basic health-care services, and doctors work in hospitals that are old and poorly equipped. In other countries, hospitals have state-of-the-art facilities and access to the newest treatments and drugs. While it is easy to see how unevenly distributed health services are across the world, the level of health and its contribution to the wellbeing of a community or country is a complex concept. There are many other variables that can affect the health of people, including diet and other lifestyle factors.

For these reasons, geographers rely on indicators of health – such as life expectancy and **infant mortality rates** – to measure and compare the health of individuals within countries. Other indicators – such as the number of doctors per 1000 people and access to reliable water – can also be used to examine the reasons why health differs between countries.

Life expectancy

Life expectancy is the average number of years that a person can expect to live. For people in **developing countries**, life expectancy is generally shorter than for people in **developed countries**. A child born in Sub-Saharan Africa in 2018, for example, can expect to live for 61 years, while a child born on the same day in Singapore can expect to live for 86 years – 25 years longer. The lower life expectancy in Sub-Saharan Africa is due to a wide range of factors, including the presence of diseases such as malaria and HIV/AIDS, poor water and food security, and poor access to health care.

WORLD: LIFE EXPECTANCY



Source 15

Source: Oxford University Press

CASE STUDY

Levels of health in the DRC

The DRC has one of the lowest life expectancies in the world, with a baby born today expected to live to the age of 61. For children born in developing countries, the first year of life is often the most difficult. The proportion of children who die in their first year – known as the infant mortality rate – is 62 per 1000 births, whereas in Australia it is 3 per 1000 births, meaning that a Congolese child is 20 times more likely to die in their first year than a child born in Australia.

Studies of infant mortality in developing countries have discovered some specific factors that put children at higher levels of risk. Children and their mothers are much more vulnerable in rural areas than in cities. Women in cities tend to give birth in hospitals and health clinics, while women in rural areas often give birth at home without a nurse or doctor present. Children born to educated mothers, even those with only a primary school level of education, also have a higher survival rate. In some regions, survival rates can be up to three times greater than for children of uneducated mothers.

Mariam (see Source 16) is five months' pregnant with her sixth child. She lives in the village of Lukweti, in the east of the DRC. There are no health clinics in the village, so she must walk to a mobile clinic delivered by doctors and nurses from the charity group Doctors Without Borders (Médecins Sans Frontières) for her monthly check-up. The area in which she lives has seen ongoing conflict and violence for several years, and soldiers often loot any medical facilities for medicines and supplies.

Source 16 Mariam, with two of her five children

Source 17 Indicators of health in the DRC and Australia

Health indicator	DRC	Australia
Life expectancy at birth	61 years	83 years
Infant mortality rate (children who die in their first year)	62 per 1000 births	3 per 1000 births
Maternal mortality rate (mothers who die as a result of pregnancy or childbirth)	473 per 100 000 births	6 per 100 000 births
Population who drink from an unsafe water source	44.8% (Urban: 15.7% Rural: 67.6%)	0%
Number of doctors for every 1000 people	0.07	3.68
Population without improved sanitation	59.3% (Urban: 44.5% Rural: 70.2%)	0%
Children under 5 who are underweight	23.4%	0.2%

Data from CIA Factbook

Worksheet
Indicators of wellbeing

4.6 CHECK YOUR LEARNING

Review and understand

1 **List** two variables that affect the health of people.

2 In your own words, **explain** the links between poverty and indicators of health such as life expectancy and infant mortality.

3 **Define** the term 'infant mortality rate'.

Apply and analyse

4 Using Source 15, **describe** the distribution of countries with life expectancies below 65.

5 **Compare** Source 15 with the map showing GDP per capita in Source 12 of topic 4.5 (page 140). Describe the relationships you see between these two indicators, using evidence from the maps to support your description.

6 a **Explain** the health risk factors Mariam faces during pregnancy and childbirth.

b **Suggest** how these risk factors might be different to a woman in Melbourne experiencing pregnancy.

Evaluate and create

7 Use the data in Source 17 to complete the following tasks:

a Write a paragraph **comparing** levels of health in the DRC and Australia.

b To support your paragraph, **create** a simple bar graph using data about one health indicator.

8 One well-known organisation addressing inequalities in health is Doctors Without Borders, known more commonly by its French name, Médecins Sans Frontières (MSF). Using the internet, **research** this organisation to find out where it works and how it improves the health of people in developing countries.

4.7 Contrasts in education

In this topic, you will:

» examine the unequal distribution of education in the world.

Education provides much more than the opportunity to read, write and count. It is seen by many international aid agencies and experts in the field as the key to helping people, communities and nations lift themselves out of poverty. Education provides individuals with opportunities to:

- become more engaged with society
- have a range of skills and tools to better care for themselves and their children
- participate in the workforce and improve their country's economy
- live healthier lives
- combat poverty
- reduce inequalities in wellbeing.

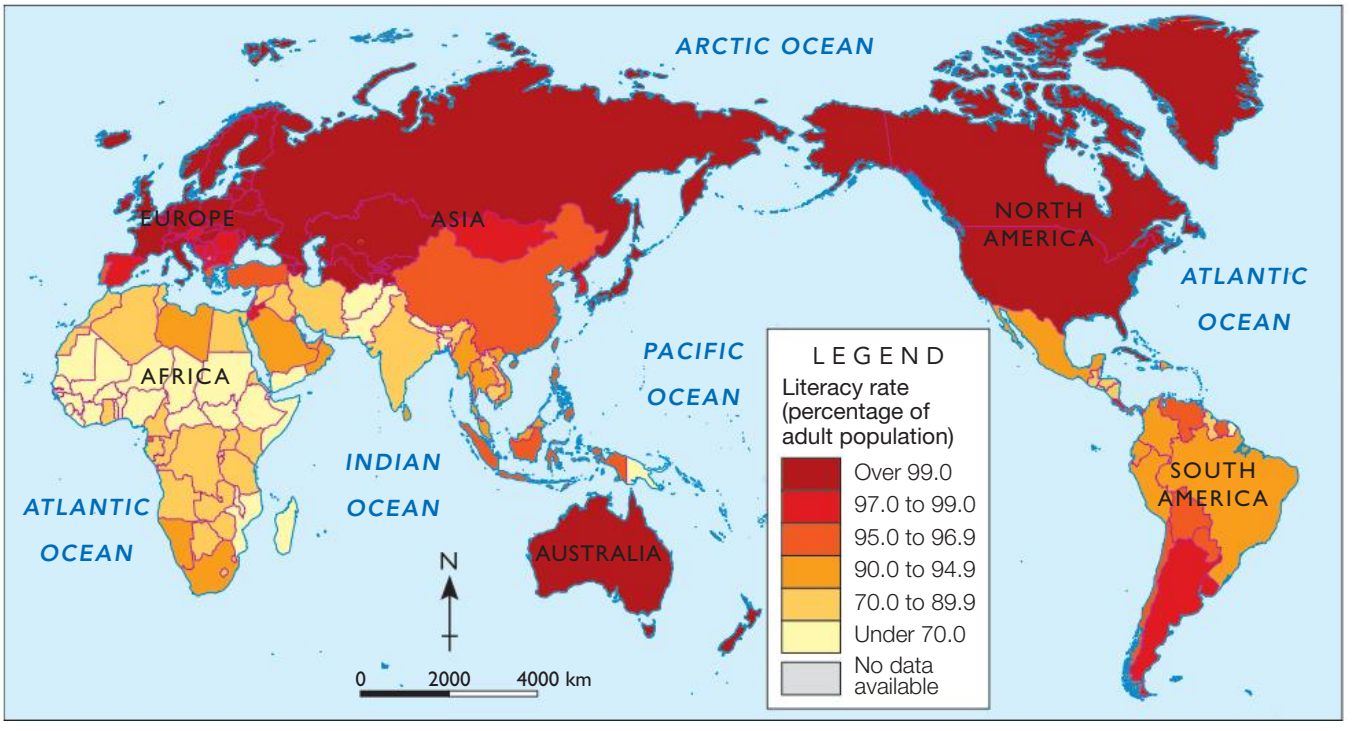
Source 18 The United Nations agency UNICEF is working to increase the proportion of children who attend school in the DRC. It estimates that 7 million children are out of school and, in rural areas, less than half of school-aged girls attend school.

Literacy rates

Literacy rates measure the percentage of adults who can read and write, and are often used as an indicator of education levels within countries. Literacy rates can be difficult to calculate, however, as many countries do not keep accurate data.

It is also important to be aware of potential variations in literacy within countries. For example, in many countries people in rural areas have lower literacy levels than city-dwellers. In some countries, girls are not given the same educational opportunities as boys.

WORLD: LITERACY RATES



Source 19 Source: Oxford University Press

Barriers to successful education

Access to education varies widely across the globe. In developed countries such as Australia, Britain, Germany and France, about 99 per cent of all school-aged children are enrolled in schools. In developing countries such as the DRC, however, most children attend primary school, but few (43 per cent) attend secondary school and only 6 out of every 100 school leavers continue their study at university.

There are many factors that determine whether or not a child will attend school. These include:

- *system barriers* – such as a lack of trained teachers, classrooms and educational materials, including books
- *attendance barriers* – such as school fees, distance to school, poor transport networks and the concern of many parents about the safety of their children; many children also work to help support their families
- *social barriers* – such as variations in language, religion and conflict within countries.

Key skill worksheet
Identifying patterns & relationships: Comparing choropleth maps

Statistics database
World Statistics Data

Barriers in the DRC

In the DRC, a series of ongoing conflicts and civil wars are an example of a social barrier. These conflicts have disrupted the education of many children. In 2016–17 a conflict erupted in the central-south of the country between a local tribal chief and the government. During the brutal conflict, government institutions – including schools – were deliberately targeted. As many as 5000 people were killed and 1.4 million fled the violence. This included more than 600 000 children, who could not then attend school. Some of the rebel fighters recruited children as soldiers, and in many cases sexual violence against girls was used as a terrorist weapon.

Source 20 Christophe Bienfait Tshombe, a school teacher, stands next to a school destroyed by militia in the eastern region of the DRC.

4.7 CHECK YOUR LEARNING

Review and understand

1 **Explain** what literacy rates are, and why they can be difficult to calculate.

2 **Identify** three social barriers that may determine whether or not a child attends school.

Apply and analyse

3 **Compare** Source 19 (showing literacy rates) with the map in Source 12 on page 140 (showing GDP per capita). Describe the relationships you see between these two indicators, using evidence from the maps to support your description.

4 Use Source 19 and the World Statistics database on your obook pro to compare the literacy rates for Australia and the DRC. **Propose** three reasons why differences in literacy rates occur between these two countries.

5 **Suggest** the likely future in education for children in the DRC who were affected by the conflict in 2016–17.

Evaluate and create

6 **Evaluate** the three barriers to education to decide which one would be the most difficult to overcome. Give some reasons for your answer.

7 In small teams, **create** some strategies to help communities overcome one or more of the barriers to education. Share your strategies with the class.

4A RICH TASK

Quizlet
Revise the key terms you have learnt so far.

Global obesity epidemic

Chronic food shortages and hunger are among the greatest threats to wellbeing in many developing countries. However, one of the fastest-growing public health crises in a great number of countries is obesity. Once only a problem in developed countries, obesity has now spread to developing nations, such as Mexico, China, India and Brazil. It is estimated that more than half of the adults in the world are overweight or obese.

Excessive body weight and obesity are linked to health problems such as heart disease, strokes, arthritis, diabetes and some cancers. Obesity is a leading cause of premature death in many countries and a huge burden on public health resources. It has become such a serious issue that many experts now describe it as the global obesity epidemic.

KEY SKILL
Asking questions & conducting research

Developing questions from media reports

Much of our understanding about events and trends happening around the world comes to us through media reports. These reports can take the form of printed media such as newspapers and magazines, electronic media such as television and radio reports, or new media such as the internet and mobile phones.

By learning a few simple techniques, you can use the news to generate geographical questions to guide your inquiries. Follow these steps:

Step 1 Check the source of the news article for reliability and possible bias. Find out who wrote the article and which news organisation published it. Mainstream media organisations are generally more reliable than smaller ones, but this may not always be the case. If possible, use the news company website to investigate possible bias.

Step 2 Work out what type of report you are watching, reading or hearing. Is the information presented being reported as fact or is it an opinion piece? Both are valuable, but it is important to know the difference.

Step 3 What is the reporter's main contention or key point? State in your own words.

Step 4 What information and arguments are used to support the reporter's contention?

Step 5 What evidence does the reporter use to support these arguments? What is the source of this evidence?

Step 6 Look closely at any images or graphics that are included in the report. How do they help to support the reporter's contention and arguments?

Step 7 What further questions does this article raise for you? Good geographical questions open up new lines of inquiry for you to explore. Try using question starters such as 'How many', 'Where does', 'Why does', 'Who is affected', 'What changes does' and 'How should people'.

For more information on this key skill, refer to page 13 of 'The geography toolkit'.

Practise the skill

1 Use the steps provided to **analyse** and develop questions about the article in Source 21.

2 Share your geographical questions with your classmates and build up a class list of questions.

Source 21

What's driving the worldwide obesity epidemic?

The rise of obesity around the globe has led the World Health Organization (WHO) to urge countries to impose a tax on sugary drinks, which are blamed for the spread of the epidemic.

Countries with such different food cultures as, say, Mexico and Palau are facing the same nutritional risks and following the same obesity trends. Our research aims to understand why, and we have examined the link between various facets of globalisation (trade, for instance, or the spread of technologies, and cultural exchanges) and the worldwide changes in health and dietary patterns.

…

The WHO identifies unhealthy nutrition patterns, along with increasing physical inactivity, as the main drivers of rising body weight around the world. Diets rich in sugar, animal products and fats constitute important risk factors for non-communicable diseases, such as cardiovascular diseases, diabetes, and different types of cancer.

…

The meat factor

… [G]lobalisation has led people to consume more meat products. Interestingly, the social dimensions of globalisation (such as the spread of ideas, information, images and people) are responsible for this effect, rather than trade or other economic aspects of globalisation.

…

The processed-food impact

… [I]ncreasing consumption of processed foods is often associated with rising weight levels.

Haldirams, one of India's favourite snack chain outlets, offers a wide variety of local processed food.

…

After saturating Western markets, supermarkets began to spread to developing countries, which had greater growth prospects. Latin America, central Europe and South Africa saw their grocery stores boom in the 1990s. Retailers later opened in Asia and are now entering markets in African countries.

An interesting, yet little explored, aspect in the discussion of processed foods is the role of multinational companies in offering unhealthy 'Western diet', such as fast food and soft drinks. Multinationals are one of the two market leaders in many emerging countries, including Brazil, India, Mexico, and Russia and they are known for substantial food and beverage advertising.

An extract from *The Conversation*, 14 December 2016

Extend your understanding

1 **Examine** the image in Source 21 showing the Indian snack chain outlet Haldirams. Why did the journalist who wrote the article choose to include this image?

2 Select one of the geographic questions from the class analysis of the article in Source 21. Use this as your key inquiry question to begin an investigation into the global obesity epidemic. Report back to the class on what you find during your **research**.

4.8 Variations in wellbeing within India

In this topic, you will:

- identify regions of India with different levels of wellbeing
- explain reasons for these different levels of wellbeing.

India is a vast, complex and dynamic nation. Its population currently stands at more than 1.3 billion and is growing by about 14 million people a year. It is estimated that India will overtake China as the world's most populous nation by 2030 – a position it is unlikely to lose for centuries.

As with all nations, there are tremendous variations in wellbeing within India. At one end of society, there are hundreds of millions of poor, subsistence farmers, who are growing just enough food to feed their families. At the other end, there are around 759 000 Indian millionaires. India also has one of the world's largest middle classes, estimated to be about 400 million people.

India is divided up into many different states and union territories. Source 2 shows the range of HDI rankings for these states and territories. By looking at two states in particular – Kerala and Bihar, which have India's highest and lowest rankings in human development respectively – we can see the great contrasts in wellbeing that exist within India.

Source 1 A busy market in Kerala; markets such as this allow people in the city to get fresh food from rural areas quickly and easily.

INDIA: HDI FOR DIFFERENT STATES, 2018

Source 2 Source: Oxford University Press

Wellbeing in Kerala

The south-west state of Kerala is ranked as the having the highest HDI in India. It has the lowest level of poverty, the highest literacy rates, the lowest population growth rates and the fastest economic growth in the country. In many ways, the state compares favourably with wellbeing in many developed countries.

There are several factors responsible for this comparatively high level of wellbeing. About 2 million people from Kerala live and work in the countries of the Persian Gulf, such as Qatar, and each year they send home a combined income of about US$14 billion. This means their families can afford education and health services. The state was also one of the first to change its laws so that individual farmers can own land, increasing their incentives to make a profit. In addition, fertile soils and a favourable climate help to boost agricultural production (see Source 1).

Tourism is one of Kerala's biggest industries. The COVID-19 pandemic had a devastating effect on tourism in Kerala, but the state's economy fared better than most in India.

Wellbeing in Bihar

The north-east state of Bihar is ranked as having the lowest HDI in India. The state is 90 per cent rural, with most of the population living in villages and small towns. The people of Bihar farm the fertile land on either side of the Ganges River, which splits the state in two. One-third of the state's population – some 42 million people – live below the poverty line, but this figure is as high as 70 per cent in some parts of the state.

The reasons for the low levels of wellbeing in Bihar are complex, and studies have failed to agree on the main causes. Some commentators blame India's political situation, and point to low levels of investment by the federal government in health and education **infrastructure** in Bihar, such as hospitals and schools. Furthermore, most rural families do not own their own land, or they own an area so small that it cannot supply the family's needs.

Often, children and young adults from these families move to the cities in other states seeking a better life. It is estimated that 5 million Biharis are working in other states. During the coronavirus pandemic, however, many lost their jobs and defied lockdown rules to return home. This, in turn, led to a human tragedy, as they walked hundreds of kilometres over a period of weeks. Many did not survive the journey.

infrastructure
the facilities and services necessary for any community, city or country to function (e.g. buildings, electricity, roads, airports and water supply)

Source 4 Migrant daily wage workers sit on a cart in front of closed shops during lockdown in India.

Source 3 Wellbeing indicators for the states of Kerala and Bihar, and India (total)

Indicator	Kerala	Bihar	India
People living in poverty	7%	34%	22%
Under 5 mortality rate	7 per 1000	56 per 1000	50 per 1000
Underweight children	18.7%	38.7%	33.4%
Literacy rate	96.2%	63.8%	74.4%
Houses with no toilet	2.6%	70%	28%

4.8 CHECK YOUR LEARNING

Review and understand

1 **Identify** two factors affecting the relatively high level of wellbeing in Kerala.

2 **Outline** why levels of wellbeing are low in Bihar.

Apply and analyse

3 Using Source 2, **describe** the pattern of wellbeing in India according to the HDI. Use the names of specific states, as well as compass directions in your description.

4 **Explain** why there are large variations in wellbeing within India. Use the examples of Kerala and Bihar in your response.

Evaluate and create

5 Using Source 3:

a **Construct** a multiple bar graph contrasting wellbeing in Kerala, Bihar and India (total).

b **Describe** the pattern in your completed graph.

4.9 India's rural–urban divide

In this topic, you will:

» examine wellbeing on a national scale in India.

Watch it!
A short video and quiz on architecture in Dharavi

About 280 million people in India are living below the poverty line. Hundreds of millions of others live just above it. This poverty, however, is unevenly spread across the country, with significant inequalities in wellbeing between rural and urban areas. People in rural areas are almost twice as likely to be living below the poverty line than people in urban areas.

As India embarks on a path of economic and social change, the gap between rural and urban India is narrowing, but there is still some way to go before equality is achieved. Source 5 shows some of the key indicators of the rural–urban divide, or what some researchers have called 'A Tale of Two Indias'.

Source 5 Differences in wellbeing between urban and rural India

Key wellbeing indicator	Urban India	Rural India
Students who complete secondary school	65.6%	48%
Average annual income (AU$)	1745	725
Improved drinking water access	96%	91%
Improved sanitation access	93%	61%
Underweight children under 5	29%	38%
Living below poverty line	13.7%	25.7%

Source 6 A young girl collects dried cow dung to be used as cooking fuel in a rural village in the state of Uttar Pradesh.

Wellbeing in rural India

India is largely a nation of farmers and rural villagers; well over half of the population lives in settlements of no more than 5000 people. For many of these people, life is hard and standards of living are low when compared to people living in urban areas.

Indian rural poverty is the result of a range of factors that differ from place to place. These include low food production levels leading to malnutrition; poor infrastructure such as roads, electricity and communication networks; ineffective safety-net programs such as job schemes; and poor access to financial resources such as bank loans and credit. Farmers are also at the mercy of nature. Droughts, floods and widespread landscape degradation have all contributed to rural poverty.

Poverty is greatest among minority ethnic groups (particularly in degraded forest areas) and marginalised classes of people, such as Dalits (also known as 'untouchables') who make up the lowest class in Indian society according to the Hindu **caste system**. In communities where coastal fishing is the main source of food, poverty is increasing because overfishing and marine degradation have greatly reduced fish stocks.

India's urban slums

Many people in India respond to the inequalities in wellbeing between rural and urban areas by moving from the countryside to the city. Millions of Indians from rural areas have poured into the country's booming cities, hoping to leave poverty behind as they seek a better life in the city. The reality for many, however, is that they exchange rural poverty for urban poverty (see page 152).

For geographers, this relates to the concept of place, as these people establish new homes in new areas. The new arrivals from the countryside tend to take up residence in slum areas on land that is considered unsuitable for ordinary housing, often because it is swampy or prone to landslides. Indian cities now contain some of the world's largest slums. Residents build their own homes out of discarded materials and live with the constant fear of eviction as they have no legal right to be there.

Many Indian cities are struggling to provide their citizens with the infrastructure needed for wellbeing, such as fresh water, sanitation, reliable access to electricity, schools, roads and hospitals. But it is not all bad news. Packed with people determined to improve their lives and their communities, many slums have become so well established that their infrastructure is often close to the standard in other parts of the city, and usually better than in rural areas.

The biggest struggle for many slum areas, however, is the provision of adequate sanitation. Many homes in the slums do not have a toilet, and the toilets that do exist are often open pits shared by hundreds of people. While many amenities are often organised and run by the slum-dwellers themselves, they rely on city authorities to provide proper sewage disposal. Because the slums are considered to be illegal settlements, however, authorities are reluctant to invest in sanitation for them.

For more information on this key concept, refer to page 6 of 'The geography toolkit'.

KEY CONCEPT
Place

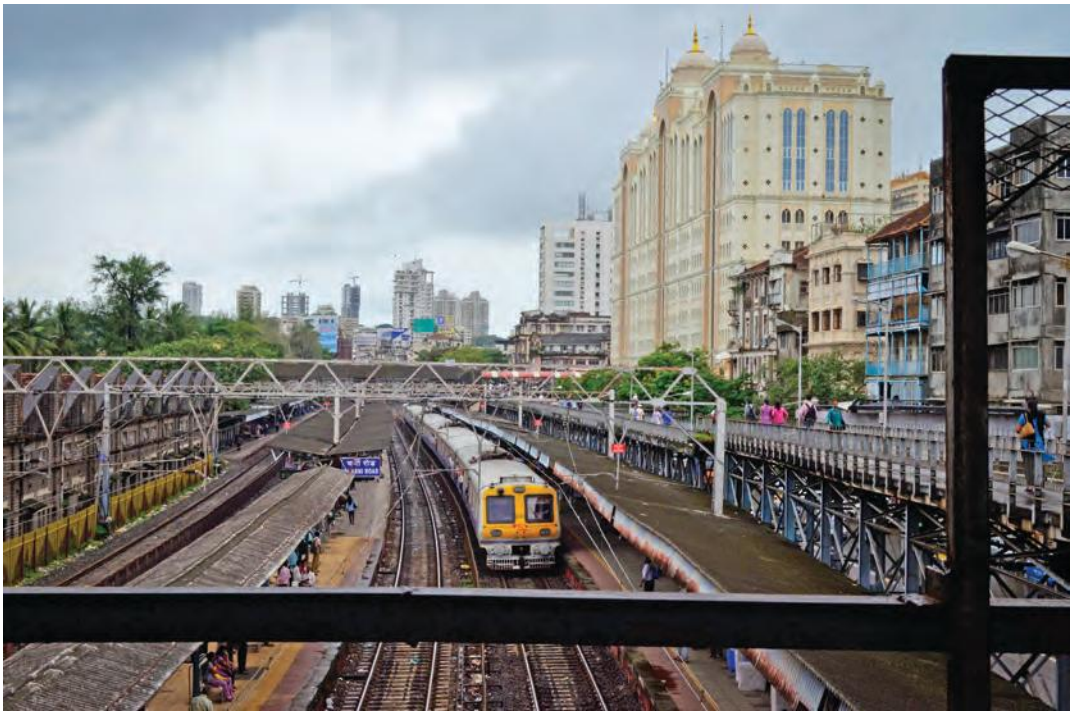
caste system
a social system in which people are born into a social group (called a caste); the caste system is generally associated with the Hindu religion in India and is still used today

Source 7 Access to amenities in slum and non-slum urban households across a selection of Indian cities (percentage of households)

City	Tap water		Toilet		Electricity		Mobile phone	
	Slum	Non-slum	Slum	Non-slum	Slum	Non-slum	Slum	Non-slum
Ahmedabad	86.2	86.6	61.3	94.6	91.5	98.9	48.8	63.1
Bangalore	84.3	80.2	86.8	97.8	96.6	98.4	71.0	66.5
Chennai	78.2	83.7	91.0	97.4	98.4	99.3	70.0	59.2
Delhi	86.7	89.9	50.6	95.8	97.8	99.6	66.1	63.4
Kolkata	90.8	87.0	92.0	96.2	95.5	96.5	70.1	63.5
Greater Mumbai	96.1	97.3	32.8	75.1	95.6	98.3	76.6	53.5
Pune	98.8	98.4	35.8	90.6	96.2	98.9	73.4	62.0

Source: censusindia.gov.in

Source 8 New apartments rise above an urban slum in Mumbai, one of India's largest cities.



Source 9 Residents of Mumbai are supported by public transport infrastructure. This train station is located right outside Saifee Hospital (right). Transport and health care are two factors that contribute to wellbeing in urban India.

Wellbeing in urban India

megacities
cities with a population of more than 10 million people

India is home to some of the world's largest and fastest-growing cities. The country has 41 cities of more than 1 million people, and two of the world's **megacities** (Mumbai and Delhi). These cities are home to much of the nation's wealth, as new opportunities in service industries such as banking and information technology have emerged. These opportunities have led to a growing middle class which has in turn led to improved infrastructure in the cities.

Those living in urban areas have greater access to health care, which has meant fewer infant deaths and better health in early childhood. On average, children in urban areas also spend more time at school and achieve a higher level of education.

4.9 CHECK YOUR LEARNING

Review and understand

1 **Describe** the differences in wellbeing between urban and rural areas in India.

Apply and analyse

2 **Examine** Source 7. Do the levels of access to amenities available in the slum and non-slum areas of these Indian cities surprise you? What health or safety issues might be a concern for residents with limited access to some of these amenities?

3 **Propose** which Indian city in Source 7 has residents of slums with the lowest level of wellbeing. Use data from the source to support your answer.

Evaluate and create

4 **Examine** Source 5.

a Which key wellbeing indicator do you think best shows the rural–urban divide in India? **Justify** your answer.

b Using the wellbeing indicator you chose in question 4a, **create** a simple bar graph representing this data.

5 Conduct further research on the internet and use the data on these pages to **compare** the inequalities in wellbeing between urban non-slum India, urban slum India and rural India. Write a short report on your findings, using images where appropriate.

6 **Create** an annotated sketch of Source 8. On your sketch, label any inequalities in wellbeing that you can identify.

4.10 Wellbeing in Australia

In this topic, you will:

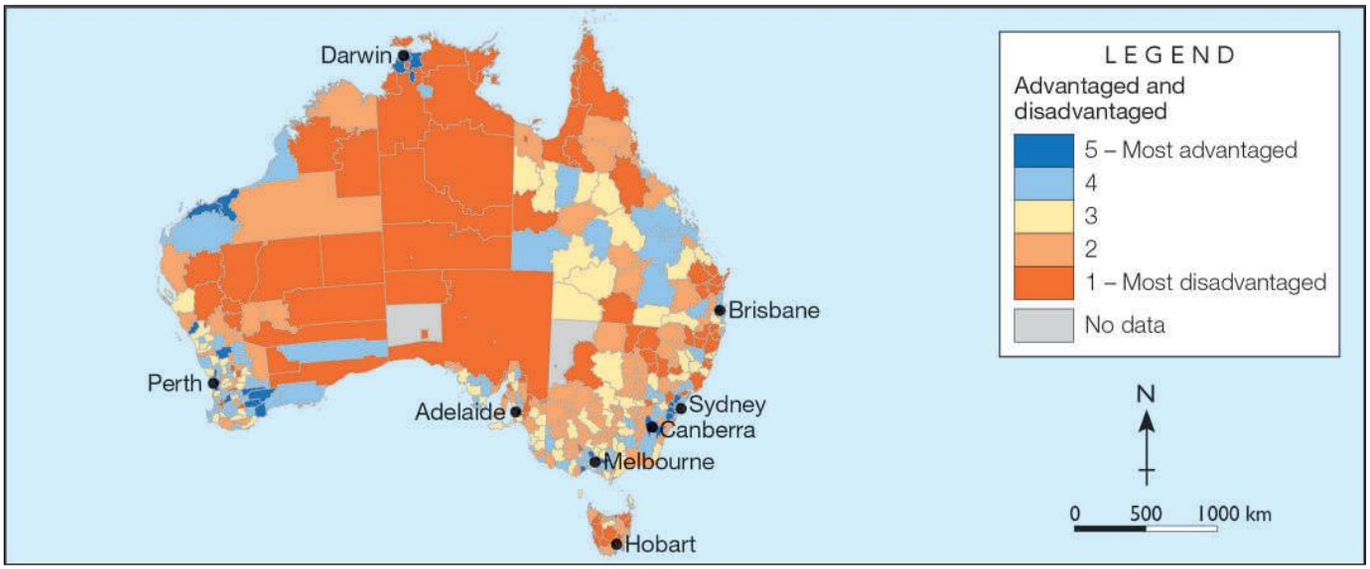
» explain the spatial pattern of human wellbeing in Australia.

Each year, the United Nations releases the HDI (see topic 4.3 on page 136), which ranks countries around the world in terms of their development. In 2019, Australia was ranked eighth out of 189 countries on the HDI. However, despite the high levels of wealth and wellbeing in Australia nationally, there are still many variations between specific regions, cities, towns and suburbs across our country. Some places may have excellent access to hospitals, schools and recreation facilities, together with low levels of crime and poverty. Other places may have poor access to these services, as well as higher levels of crime and poverty. Variations in these types of things can be difficult to measure at a local or regional scale because indicators such as life expectancy and literacy rates are almost always measured at the national scale.

There are other sources of information, however, that can help geographers measure wellbeing at the regional and local scale. One of these sources is the **census**. In Australia, a census is carried out every five years. Each Australian citizen is asked to provide answers to a series of questions on a whole range of topics. The census gives us a great deal of information about life across Australia, such as the areas of advantage and disadvantage. The Australian Bureau of Statistics (ABS) collects the census data and combines a number of indicators to give each region a score. This is based on each region's relative advantage or disadvantage 'in terms of people's access to material and social resources, and their ability to participate in society' (see Source 10).

census
a 'head count' or audit of the number of people living in a particular place at a particular time; information collected during a census often includes age, occupation, income, etc.

AUSTRALIA: INDEX OF RELATIVE ADVANTAGE AND DISADVANTAGE FOR LOCAL GOVERNMENT AREAS



Notes: A quintile is one-fifth of the population.

Source: ABS, 2018

At the time of writing the latest data available was from the 2016 census. New census data will be made available for Australia during 2022.

Source 10

Poverty in Australia

In 2020, the Australian Council of Social Service (ACOSS) published a study in partnership with the University of New South Wales. Titled *Poverty in Australia 2020*, the study used census data and other research to examine levels of poverty across Australia.

In this study, individuals and households that receive less than half the average Australian yearly income are deemed to be living in poverty. It is worth noting that this definition is very different from measurements used in other countries.

Using this definition, the researchers found that 13.6 per cent of Australians – around 3.2 million people – are living in poverty.

Spatial variations in wellbeing

The 2016 census data revealed that inner-city suburbs, particularly in Sydney and Perth, have the lowest levels of disadvantage, while rural and remote communities in Queensland and the Northern Territory are most disadvantaged. The most advantaged community in Australia was Ku-ring-gai, in northern Sydney (see Source 12). The average weekly income for each household in this region was $2642, and almost half of all adults had a university degree. About two-thirds of Ku-ring-gai residents had at least one of their parents born overseas, and the most common jobs were as managers and professionals.

The most disadvantaged community was Cherbourg, which is located inland from Gympie in south-east Queensland (see Source 11). Households in this region earned an average of $755 a week, and less than 1 per cent had a university degree. Over 90 per cent of Cherbourg residents were Aboriginal or Torres Strait Islanders people, and the most common jobs were community and personal service workers.

The rural–urban divide

Studies of the spatial distribution of wellbeing in Australia have found that people living in rural areas in Australia have lower levels of wellbeing than people living in urban areas. This pattern is repeated in other developed countries around the world. Studies of health statistics in Australia show that the further away from a major city you live, the less healthy you are likely to be. For example, in rural areas:

- rates of hospitalisation for serious injury or illness are higher
- there are fewer doctors for every 1000 people
- smoking rates and alcohol consumption are higher
- rates of death and serious injury from workplace and road accidents are higher.

Source 11 The 2016 census found that remote communities in the Northern Territory and Queensland, such as Cherbourg, had the highest levels of disadvantage in Australia.

Source 12 The 2016 census found that the inner suburbs of Sydney, such as Ku-ring-gai, had the lowest levels of disadvantage in Australia.

4.10 CHECK YOUR LEARNING

Review and understand

1 **Explain** why it is more difficult to measure, rank and map variations in wellbeing at the local and regional level.

2 **Identify** three health concerns that are more serious for Australians living in rural areas than for those living in urban areas.

Apply and analyse

3 **Examine** Source 10.

- a **Identify** which regions of Australia are most advantaged.
- b **Identify** which regions of Australia are least advantaged.
- c In a carefully worded paragraph, **describe** the distribution of regions in Australia according to their quality of life rankings, using the PQE method (see page 24 of 'The geography toolkit'). Refer to specific towns, cities, regions and states in your description.

4 What barriers do you think exist that make it difficult to improve wellbeing in rural and regional areas of Australia? **Propose** one solution to improve wellbeing in these areas.

Evaluate and create

5 Access the GIS map showing the areas of advantage and disadvantage at the website shown in your obook pro.

- a Use the search tool to search for your postcode. **Identify** your suburb's level of disadvantage. What patterns of disadvantage do you notice in your local area?
- b Change the map layer to 'state suburbs' and use this to compare two of Australia's capital cities. **Describe** the similarities and differences you notice between the patterns of advantage and disadvantage in these two cities.

Weblink
GIS map: areas of advantage and disadvantage

4.11 Wellbeing in Aboriginal communities

In this topic, you will:

» investigate factors that influence wellbeing in Aboriginal and Torres Strait Islander communities.

By most measures there are significant differences in wellbeing between Aboriginal and Torres Strait Islander communities and non-Indigenous communities around Australia. Aboriginal and Torres Strait Islander children are twice as likely to be born underweight and twice as likely to die before their fifth birthday than non-Indigenous children. They are also less likely to attend pre-school, and much less likely to reach minimum standards in literacy and numeracy while at school. Although almost nine out of every 10 non-Indigenous young adults complete Year 12, it is closer to seven out of 10 for Aboriginal and Torres Strait Islander young adults. The pattern is similar with employment. Only 49 per cent of Aboriginal and Torres Strait Islander adults are in employment, compared to 75 per cent of their non-Indigenous counterparts.

Perhaps the most alarming statistic is that an Aboriginal and Torres Strait Islander boy born in 2021 can expect to live 8.6 years less than a non-Indigenous boy. For girls, the figure is 7.8 years.

Closing the gap

In 2008, the Australian Prime Minister, Kevin Rudd, apologised to Aboriginal and Torres Strait Islander people affected by the official government policies that separated children from their families, a group known as the Stolen Generations. As part of this apology, Rudd gave a promise 'to close the gap between Indigenous and non-Indigenous Australians on life expectancy, educational achievement and employment opportunities'.

Each year the prime minister must report on the progress that has been made in closing the gap. The 2020 report revealed the following:

Source 13 Progress on 'closing the gap' targets, 2020

Target	Progress as of 2020
Halve the gap in death rates for Aboriginal and Torres Strait Islander children under five within a decade (i.e. by 2018)	Not on track: the gap is widening
95 per cent of all Aboriginal and Torres Strait Islander four-year-olds enrolled in early childhood education (by 2025)	On track
Close the gap between Aboriginal and Torres Strait Islander and non-Indigenous school attendance within five years (by 2018)	Target not met, no improvement
Halve the gap for Aboriginal and Torres Strait Islander children in reading, writing and numeracy within a decade (by 2018)	Target not met, but progress made
Halve the gap for Aboriginal and Torres Strait Islander Australians aged 20–24 in Year 12 attainment or equivalent (by 2020)	On track
Halve the gap in employment outcomes between Indigenous and non-Indigenous Australians within a decade (by 2018)	Not met, no real change
Close the life expectancy gap within a generation (by 2031)	Not on track

Measuring happiness

Although statistical indicators such as life expectancy and literacy suggest low levels of wellbeing among Aboriginal and Torres Strait Islander Australians, other measures tell a different story. The ABS has begun to ask Aboriginal and Torres Strait Islander Australians to

Source 14 Ntaria School is in Hermannsburg, outside Alice Springs in the Northern Territory. Increased government funding has allowed remote schools such as Ntaria to offer longer pre-school programs. This has resulted in improved literacy and numeracy as well as improved health, as the children are also given healthy lunches.

Source 15 Happiness among Aboriginal and Torres Strait Islander Australians in remote areas is higher for those involved in cultural activities than for those who rarely or never attend cultural events.

assess their own wellbeing by asking questions about their levels of happiness and satisfaction with life in the National Aboriginal and Torres Strait Islander Social Survey (NATSISS). The data collected reveals some important trends. Torres Strait Islanders, for example, are much more likely to report feeling happy, full of life, calm and peaceful, and having lots of energy than individuals in the broader Australian community.

The NATSISS results also showed that Aboriginal and Torres Strait Islander adults living in remote areas were generally more satisfied with their life than those living in non-remote areas, such as towns and cities. However, in virtually all other measures – such as school attendance, literacy, health, disease and employment – the most disadvantaged Aboriginal and Torres Strait Islander communities were those in remote areas. Access to health care, education and employment opportunities are often more limited in remote areas than they are in regional centres and major cities.

Worksheet
Indigenous wellbeing framework

Key skill worksheet
Identifying patterns & relationships: Distinguishing between qualitative and quantitative data

4.11 CHECK YOUR LEARNING

Review and understand

1 **Identify** the difference in life expectancy rates between Aboriginal and Torres Strait Islander Australians and non-Indigenous Australians.

Apply and analyse

2 The 'closing the gap' targets rely on quantitative measures to measure their progress. **Explain** why these measures are used rather than qualitative measures (such as levels of happiness and satisfaction).

Evaluate and create

3 **Examine** Source 15, including the caption. Conduct some further reading on the internet and complete these tasks.

a Write a reflection on why people are happier if they engage in cultural and community activities.

b **Create** a survey that questions people about their level of happiness and the factors that affect their happiness. Include questions about their involvement in cultural and community activities. Conduct the survey and write a report on your results, outlining what makes people happy.

4 'Efforts to close the wellbeing gap between Aboriginal and Torres Strait Islander Australians and non-Indigenous Australians have been largely successful.'

To what extent do you agree with this? A lot (strongly), a little bit (somewhat) or not at all? Write a short paragraph explaining your position, using evidence from Source 13 to support your answer.

4B RICH TASK

Investigating wellbeing at the local scale

Quizlet
Revise the key terms you have learnt so far.

Most studies of wellbeing focus on differences and variations between nations. But there are also variations at the local scale. In this rich task you will learn how to use census data to collect and map information about wellbeing in your local area. Based on your completed research and maps, you will then explore some possible reasons for the variations in wellbeing at the local scale.

KEY SKILL
Collecting & representing data

Collecting and mapping data

A census is held in Australia every five years and the results are processed and published by the ABS. Geographers often use this information to map data and trends across an area. You can collect data about your local area and map it by following these steps:

Step 1 Access the ABS website. Click on the 'Census' tab in the menu. Then select 'Find Census data', and then 'QuickStats'.

Step 2 This page allows you to access the census data at a wide range of scales, including at the local level. A useful way of working at the local scale for this study is by using postcodes. To access the data for your suburb, enter your four-digit postcode in the 'Search QuickStats' tool. If more than one option is displayed, choose 'POA' (postal area). Click 'Go'.

Step 3 This should open a map of your postcode and provide you with a range of statistics for it, as collected in the most recent census.

Step 4 Scroll down the page to see the data that is available and select a category you would like to map.

Step 5 In a research table, record the data for your postcode for your selected indicator. Access the same data for your neighbouring postcodes by using the QuickStats search tool. You can find out what your neighbouring postcodes are by using the interactive map on the ABS Maps website. Choose a postal area in the drop-down menu and zoom into your postcode (see Source 18). Click on the neighbouring postal areas to find their postcodes, list them in your research table, and then use the QuickStats to access and record data for these postcodes.

Step 6 Once you have collected the data you can map it by constructing a choropleth map. Print out a map of your area. You can use one you already have, or print the one from the ABS website. Trace a copy showing only the postcode boundaries.

Weblink
Australian Bureau of Statistics

Weblink
Interactive map (ABS)

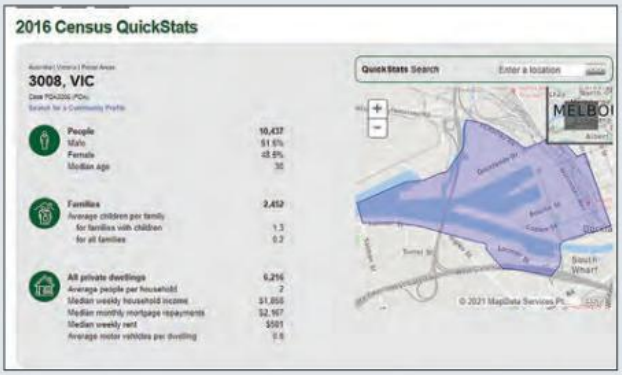
Source 16 The 2016 census revealed that residents in Melbourne's inner-city suburb of Docklands had a median income well above the state and national average.

Step 7 Use the data collected from the census to construct a choropleth legend for your map. Divide your data into four or five categories. Use darker shades of a colour for higher values and lighter shades for lower values. For example, your suburb might have fewer people per household (if that was what you chose to map) than the neighbouring suburb. So, you would colour your suburb a lighter shade and your neighbouring suburb a darker shade.

Step 8 Shade your map according to the legend you created in Step 7.

Step 9 Complete your map with BOLTSS.

For more information on this key skill, refer to page 26 of 'The geography toolkit'.



Source 17 A screen shot from the ABS 'QuickStats' census page

Source 18 A screenshot from the ABS Maps interactive map

Practise the skill

1 **Construct** a choropleth map of variations in median household income in your local area (include at least six suburbs) by collecting information from the ABS website. Follow the steps to gather your data and map the information.

2 **Describe** the pattern shown on your completed map.

Extend your understanding

1 **List** possible reasons for the variations shown on your map. These will vary from place to place, but here are some possibilities:

- distance from the centre of a large city
- presence of employment opportunities, such as factories and shopping centres
- presence of higher educational opportunities, such as universities
- presence of transport networks, such as railway stations and major roads
- presence of large, shared accommodation areas, such as aged-care facilities or school hostels
- presence of geographic features, such as a coastline or large park.

Use your knowledge of the local area, together with street directory maps, to **evaluate** these possible reasons.

2 Collect information from the ABS site and **analyse** variations in another indicator of wellbeing. Do this for the same suburbs you investigated earlier. You could, for example, choose to analyse the number of motor vehicles per dwelling, highest year of schooling completed or percentage of people unemployed.

3 You can also use the census data to explore levels of wellbeing in communities that are not located close to each other.

a Follow the steps in the key skill to compare wellbeing in Cherbourg, Ku-ring-gai (see page 156) and the area in which you live.

b **Summarise** what you have learnt about variations in wellbeing within Australia.

4 **Evaluate** the use of census data to describe and compare wellbeing by following these steps:

a What are the strengths of census data for this purpose?

b What are the weaknesses of census data for this purpose?

c What is your overall opinion about how useful census data is for this purpose?

4 CHAPTER REVIEW

Review questions

4A How does wellbeing vary around the world?

1 **Define** wellbeing. (1 mark)

2 **Explain** the difference between quantitative measures of wellbeing and qualitative measures. In your answer, give an example of each. (3 marks)

3 **Describe** the level of wellbeing in the Democratic Republic of Congo. Use one example from each of these factors to support your answer:
- wealth
- health
- education. (6 marks)

(Total: 10 marks)

4B How does wellbeing vary within countries?

1 **Summarise** the overall level of wellbeing in Australia. (2 marks)

2 **Explain** the difference in wellbeing between rural India and urban India. (3 marks)

3 **Compare** the variations in wellbeing within India with the variations in wellbeing within Australia. What are some of the similarities and what are some of the differences? (5 marks)

(Total: 10 marks)

Source 19 Papua New Guinea is Australia's closest neighbour, but its HDI ranking is the lowest in the Asia–Pacific region.

Review activity

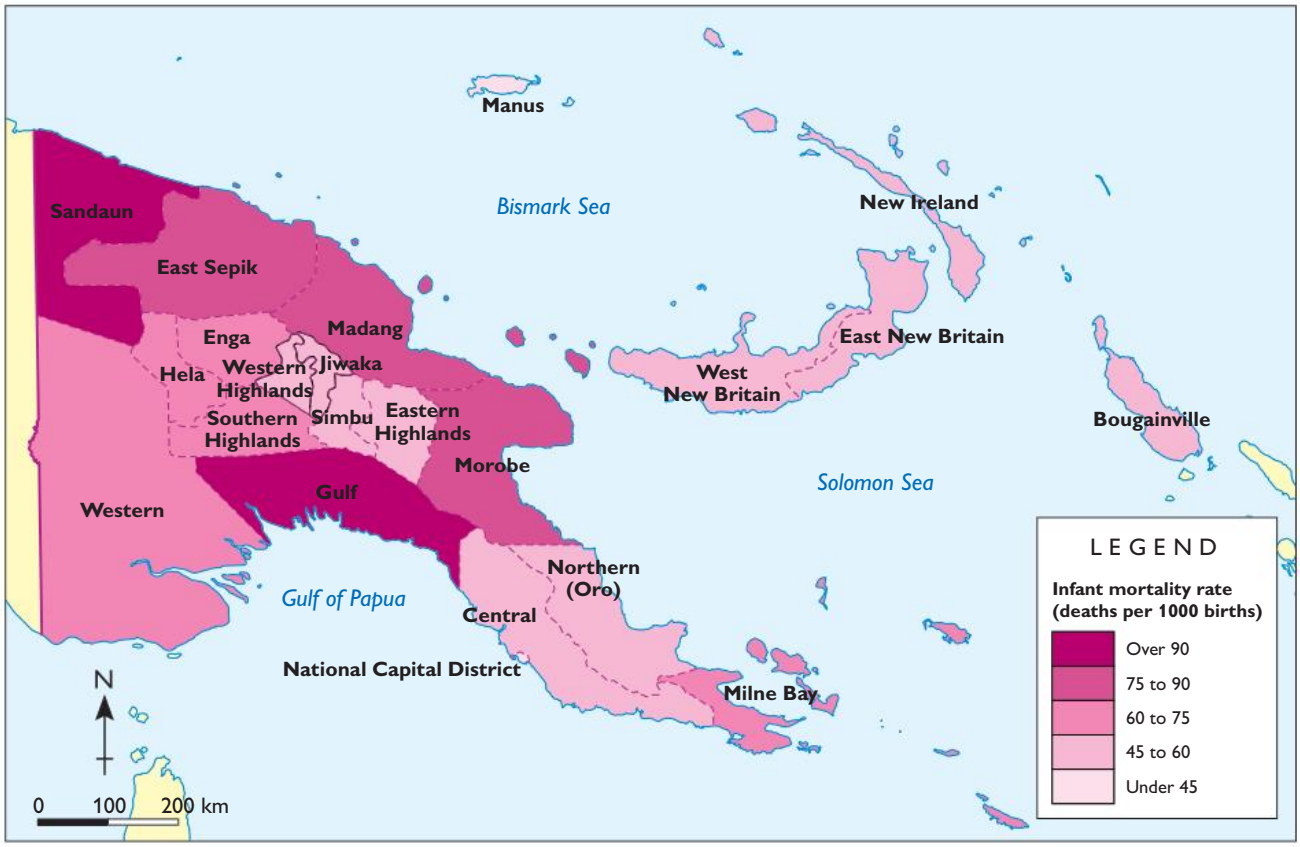
Infant mortality in Papua New Guinea

Papua New Guinea (PNG) is Australia's closest neighbour, but is worlds apart with regard to levels of wellbeing. Whereas Australia is ranked in the top 10 countries in terms of our HDI, PNG is ranked 155th – the lowest ranking in the Asia–Pacific Region. There are also many variations in wellbeing on a regional scale in PNG.

Analyse the map in Source 20 to explore aspects of wellbeing further, then answer the questions.

1. Using your knowledge, **list** three indicators of wellbeing. (3 marks)
2. **Identify** two locations with low infant mortality rates, and two locations with high infant mortality rates. (4 marks)
3. Use the PQE method to **describe** the distribution of infant mortality rates in PNG. (6 marks)
   - a **Summarise** the difference between the infant mortality rates in Sanduan and in the National Capital District. (2 marks)
   - b Why do differences occur in wellbeing between rural and urban areas? **Explain** your answer using knowledge from this chapter. (3 marks)
4. Outline one way to improve infant mortality rates in Papua New Guinea. (2 marks)

(Total: 20 marks)



Source 20

Source: Oxford University Press

Check your Student obook pro for these digital resources and more:

- **Student book questions** Chapter 4
- **Key skill worksheet** Communicating & reflecting: Chapter 4
- **Quizlet** Play a game of Quizlet on An unequal world.
- **Chapter review quiz** Chapter 4

CHAPTER 5

Inequalities in wellbeing

There are many reasons for the inequalities in wellbeing that exist between and within countries. The environment and climate can make a difference, affecting access to fresh water and the ability to grow food. In addition, the presence of natural resources such as oil and minerals is an important source of wealth for countries that influences levels of wellbeing.

The political, economic and social organisation of a country can also have a big impact on its wellbeing. Important factors include the make-up of the population, the levels of gender equality, the growth rate of the population, and access to technology.

One of the most significant factors affecting wellbeing, however, is conflict.

Source 1 The Zaatari refugee camp in Jordan is home to more than 6 million Syrian refugees who have fled the country as the result of a bloody civil war that began in 2011.

5A
How does the natural environment cause inequality?

5B
How do human activities cause inequality?

5.1 Why inequalities in wellbeing occur

In this topic, you will:

» identify the natural and human factors that cause inequalities in wellbeing.

wellbeing
the ability of human beings to access the things they need in order to live happy and healthy lives (e.g. food, water, education, safety and security)

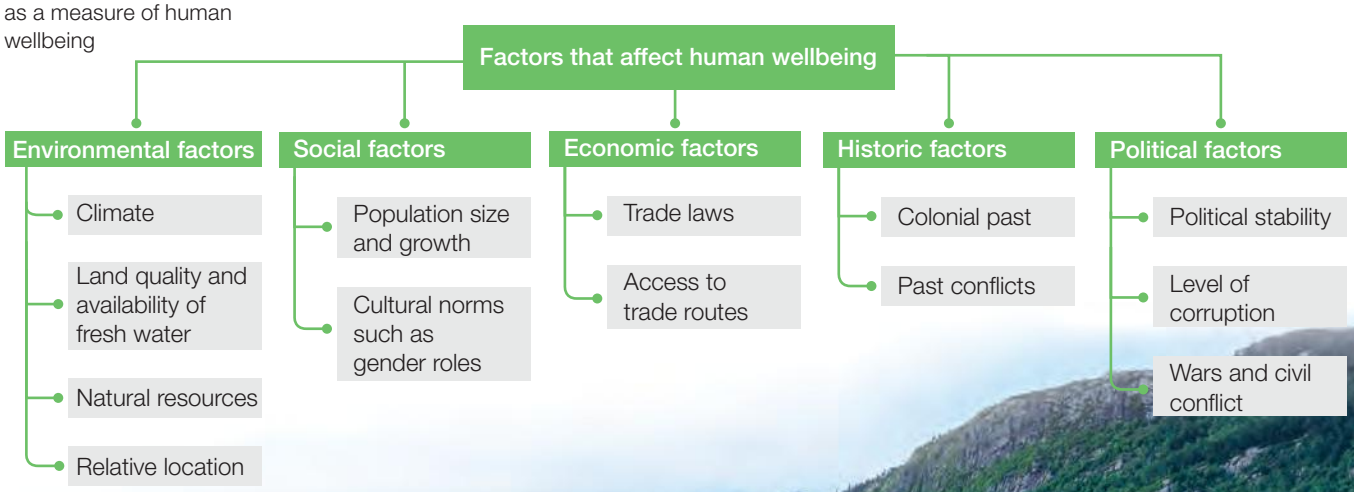
Human Development Index (HDI)
a tool developed by the United Nations to grade and rank the social and economic development of the world's countries in order from most to least developed; used as a measure of human wellbeing

As you have learnt, **wellbeing** varies a great deal within and between countries. The factors behind these variations are complex, but can be broken up into five main groups: environmental, social, economic, historic and political.

Environmental factors that affect wellbeing include the suitability of the land for agriculture, the climate and whether there are any natural resources present in the landscape. In some places, good growing conditions ensure that food is plentiful and minerals in the ground bring wealth and industry. In other places, poor soils or unreliable rainfall are the key factors that limit people's wellbeing.

Social, economic, historic and political factors are all examples of human factors that affect wellbeing. These include elements such as population size, cultural norms, laws and rules regulating business and trade, historical events, political systems and wars. In some places, long periods of stability have allowed for great improvements in living conditions. In other places, the wellbeing of people has been affected by ongoing conflict and decades of corruption and persecution. In these cases, people's access to resources such as water, food and health care is limited, affecting their quality of life.

Every region and country around the world has its own unique set of interrelated factors that determine the wellbeing of the people who live there. Some of the key factors that determine a country's level of wellbeing are outlined in Source 1. One way of measuring wellbeing is the **Human Development Index (HDI)**.



Source 1 Factors that affect human wellbeing

Source 2 Norway regularly tops the world ranking in the annual HDI.

The Arabian Peninsula: Contrasts in wellbeing

The Arabian Peninsula in the Middle East is a space shared by several countries, including Yemen and Saudi Arabia. Due to their proximity to each other, they have similar climates, soils, topography and mineral resources. Despite these similarities, the wellbeing ranking of these two nations is very different. On the HDI, Saudi Arabia is rated as the country with the 40th highest level of wellbeing in the world. By contrast, Yemen is 139 places lower, at 179th. Saudis live, on average, nine years longer, and they have a Gross Domestic Product (GDP) 18 times higher than that of their Yemeni neighbours. (GDP is the total monetary value of all the goods and services produced by a country over a specific time period.)

This difference in ranking can be explained by inequalities in factors relating to wellbeing. One example is wealth. Saudi Arabia's economic wealth is derived largely from its vast reserves of oil. It is the world's largest exporter of refined oil products, such as petrol. This accounts for about 90 per cent of its total export earnings. Importers of Saudi petrol and oil include China, Singapore and India. Saudi Arabia also attracts millions of workers to contribute to its economy from South Asian countries such as India and Pakistan.

Yemen also has vast reserves of oil, as well as other valuable minerals including zinc, silver, nickel, gold, copper and cobalt. However, exports from Yemen have been blocked since 2014. This is because it is engaged in a bloody civil war, as rival religious and political groups fight for control of the country. Saudi Arabia is active in this war, supporting one of the religious groups. The conflict has created a humanitarian crisis, with 7 million Yemenis at risk of famine.

For more information on this key concept, refer to page 7 of 'The geography toolkit'.

KEY CONCEPT
Space

Source 3 On the Yemen border, a resident of Jizan Region, Saudi Arabia, keeps a watchful eye on the area. Tensions in the region have been escalating as Yemeni people flee to Saudi Arabia to escape violence, conflict and famine.

5.1 CHECK YOUR LEARNING

Review and understand

1 **Identify** two environmental factors that affect wellbeing.

Apply and analyse

2 Using Source 1, **explain** why Australia has high levels of wellbeing.

3 Using Source 2, **describe** the environmental factors that help to explain Norway's high levels of wellbeing.

4 **Compare** the levels of wellbeing in Saudi Arabia and Yemen by describing their similarities and differences.

Evaluate and create

5 Conduct **research** to complete the following tasks.

- a 'Levels of human wellbeing are mainly the result of human factors rather than natural ones.' **To what extent** to do you agree with this statement? Share your thoughts in small groups.
- b Find and research examples similar to the Arabian Peninsula, where neighbouring countries have very different levels of wellbeing; for example Haiti and the Dominican Republic, or North and South Korea. **Explain** the reasons for this with reference to the five factors in Source 1. Present your findings in a table.

6 The other countries of the Arabian Peninsula are Kuwait, Bahrain, Qatar, the United Arab Emirates and Oman. Use the table of wellbeing indicators in your obook pro to **research** differences in wellbeing between these countries. Does wellbeing in these countries most closely resemble Yemen or Saudi Arabia?

Document
Table of wellbeing indicators

5.2 Environmental factors and inequalities

In this topic, you will:

» investigate the environmental causes of inequalities in wellbeing between countries.

The natural environment provides us with the necessities of life – fresh air, fresh water and food. However, there are wide variations in the availability of these vital resources around the world. This is due to the fact that natural variations occur in the processes responsible for these resources, including variations in climate and topography.

Variations in food and water security

The most important **ecosystem services** are those that provide us with a reliable supply of clean water and the resources required to grow food. Clean water is provided by regular rainfall and is usually carried along rivers where it is accessed by communities in villages, towns and cities. Fresh water is also used by farmers to **irrigate** their crops.

Because there are natural variations in rainfall, temperature, soil fertility and river flows, **food security** and water security vary widely. To grow the best crops, farmers rely on fertile soils, warm temperatures and other important ecosystem services, such as insects and birds to pollinate plants and control pests. The products of human ingenuity such as water pipelines and dams, fertilisers and greenhouses have overcome many of the limitations set by these natural variations, but they are costly to build and maintain. The growth in the world's population, particularly in the past 50 years, has also placed a strain on the ability of the environment to provide food and water security.

In some places the land has become degraded by human activities, such as overgrazing and the unsustainable use of water. This is now affecting the food and water security of millions of people (see Source 4).

ecosystem services
a term used to describe a range of important resources, processes and benefits that healthy ecosystems provide to humans

irrigate
supply water to otherwise dry land by artificial means (e.g. pipes, ditches, sprinkler systems) to help with the growing of crops

food security
a term used to describe a condition in which all people at all times have access to enough safe nutritious food to sustain a healthy life

Source 4 A girl in Chad sets out from her village on her daily walk to collect water. She lives in the Sahel, on the southern fringe of the Sahara Desert, where wellbeing is threatened by unreliable rains, infertile soil and a rapidly expanding population.

CASE STUDY

Food security in India

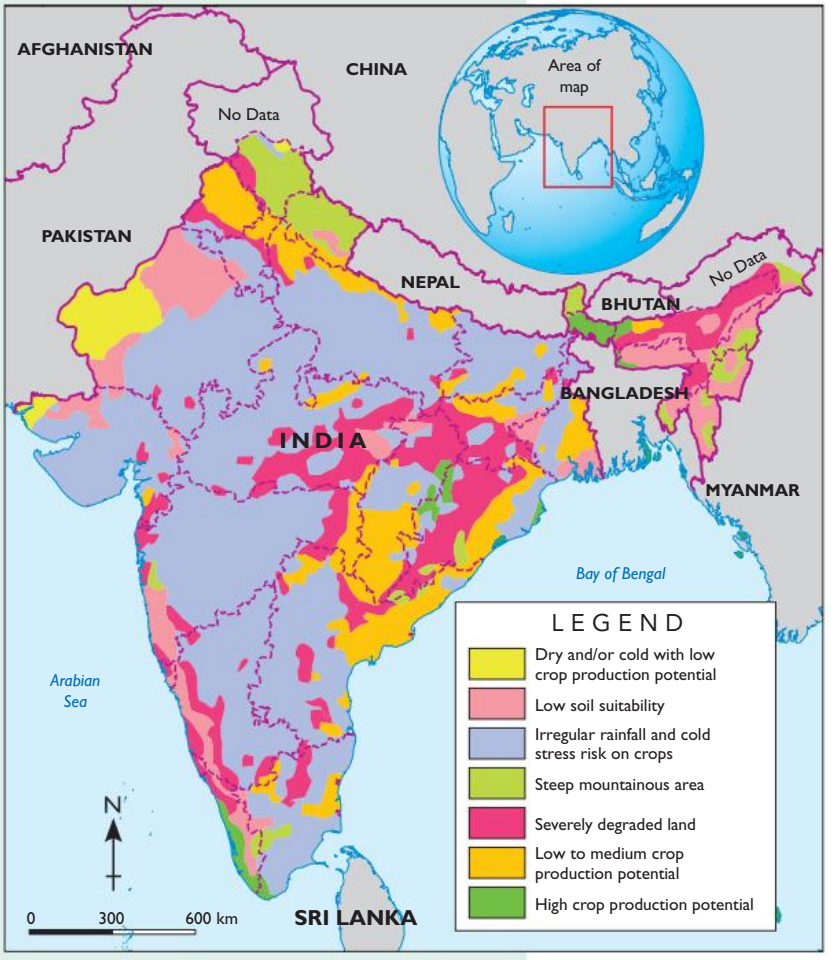
In some environments, the inability to grow enough food to meet the needs of the population has a major impact on wellbeing. India has a population of about 1.3 billion, but across much of the country, environmental conditions are unsuitable for growing food.

These environmental conditions, together with a lack of agricultural technology and poor irrigation, have led to frequent famines. In 2013, a severe drought in the western Indian state of Maharashtra became the worst the region had experienced in four decades. As reservoirs ran out of water, farmers were unable to produce food. Shortages meant people went without.

In the late nineteenth century, India experienced its worst famines, resulting in the starvation and deaths of millions of rural Indians. These days, India can import food such as rice and grains when food supplies are threatened. However, the imported food is more expensive and the price increases still lead to severe hardship for India's poor.

Source 5 shows some of the major environmental conditions and the effects they have on food production throughout India.

INDIA: MAJOR ENVIRONMENTAL CONSTRAINTS ON FOOD PRODUCTION



Source 5 Source: Oxford University Press

5.2 CHECK YOUR LEARNING

Review and understand

1 **Identify** the natural resources important in providing food and water security.

2 **Explain** the link between the uneven distribution of resources and variations in human wellbeing.

Apply and analyse

3 **Compare** Source 5 with Source 2 in topic 4.8 (page 150). Can you find evidence that certain environmental constraints on food production have led to lower levels of human development? Use the names of specific states in your answer.

4 **Compare** Source 4 with Source 2 in topic 5.1 (page 166). Explain the differences you can observe in these sources. How might the environmental conditions you see help to explain the differences in wellbeing between these two nations?

Evaluate and create

5 Complete some further **research** on the internet to do the following task.

- Since 1993, World Water Day has been celebrated by the United Nations. **Investigate** how World Water Day has been used to bring attention to the issue of food and water security.
- Present your findings by writing a 250-word report or by **summarising** the most important details in table format.

5.3 The influence of natural resources on inequality

In this topic, you will:

» examine how the possession or scarcity of natural resources can affect wellbeing in a country.

Natural resources include a country's mineral, petroleum, timber and hydropower reserves, along with any other resources that can be used commercially to improve the wealth of the country. Fossil fuels such as oil, and minerals such as iron ore, copper and diamonds, are often in demand around the world. The money raised from the sale of these resources can then be used to improve wellbeing. This is what has happened in oil-rich nations of the Middle East, such as Saudi Arabia, which now enjoy very high levels of wellbeing.

Variations in mineral wealth

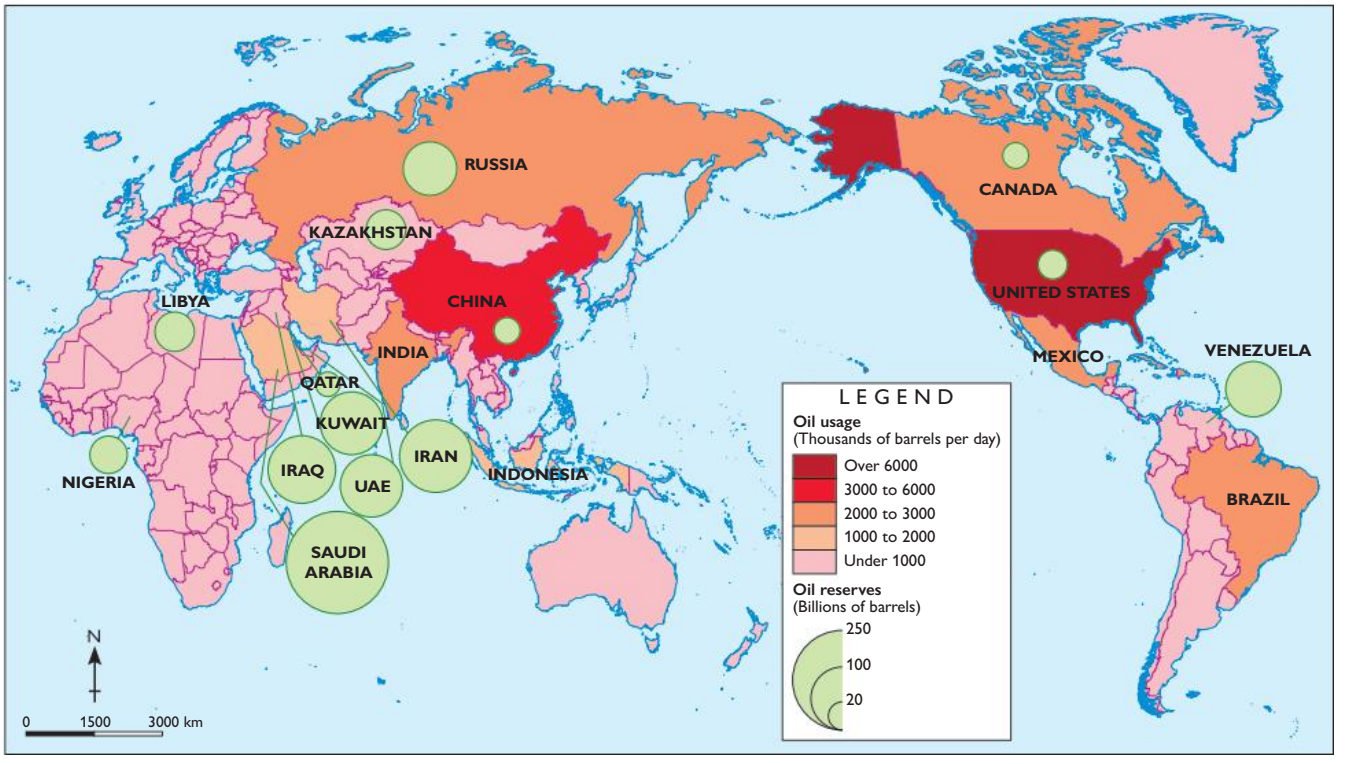
Oil is a vital commodity. It is used by billions of people for transport, manufacturing, heating and cooking. Oil is found in only a few places on Earth, but often in vast quantities.

Those countries that have reserves of oil are able to mine, refine and sell it to those that do not, thereby giving them an opportunity to generate wealth and increase their wellbeing. Source 6 shows the distribution of oil reserves throughout the world using proportional circles to show the oil reserves available to each country. You can see from this map that the majority of oil reserves are concentrated in a relatively small number of countries. The colour of each country in Source 6 indicates how much oil it uses. If a country needs oil but does not have any oil reserves, it has to buy it from a country that does.

Natural resources are considered of such high value that, throughout history, access to them has been a common cause of conflict between countries.

Statistics database
World statistics

WORLD: THE LOCATION OF OIL AND THE RATE OF OIL USE



Source 6

Source: Oxford University Press

Natural resources and colonisation

As Western nations developed and their populations grew in the sixteenth and seventeenth centuries, their need for resources increased beyond what could be provided within their national borders. European powers such as Spain, England, Portugal and the Netherlands sent explorers out to the unknown regions of the world in the hope of finding resources and riches that they could use. They colonised vast areas of the Americas, Africa and the Pacific – often taking the wealth of the countries they colonised to increase their own wellbeing. In many cases, this had devastating results for the indigenous peoples in these colonies.

Millions of indigenous peoples were taken as slaves or put to work extracting minerals and other natural resources from the ground. Countless others were killed in conflicts or died from Western diseases against which they had no natural immunity. Valuable resources such as timber and minerals were taken, and the indigenous social and political systems were destroyed.

Some people would argue that a form of colonisation still continues today, as companies from wealthy countries develop and sell the resources of poorer nations. Thanks to profits from oil, Nigeria now has Africa's second-largest economy. Much of this wealth comes from multinational companies, such as Royal Dutch Shell, extracting Nigeria's oil. Shell began operations in Nigeria in 1937. Today more than 1000 Nigerian wells operated by Shell produce more than 600 000 barrels of oil a day – virtually all of it exported. Shell currently extracts and refines 21 per cent of Nigeria's exported oil.

For those living near Shell's oil plants in the Niger Delta, there have been more negatives than positives as a result of the oil industry. Oil spills, loss of agricultural land and environmental degradation have left many of those in surrounding villages poorer than ever.

For more information on this key concept, refer to page 11 of 'The geography toolkit'.

KEY CONCEPT
Change

Source 7 Royal Dutch Shell's oil plant in Bonny, Nigeria; in this image, a tanker owned by the American multinational company Chevron is being loaded with oil.

5.3 CHECK YOUR LEARNING

Review and understand

1 **List** three types of natural resources.

2 **Explain** how natural resources can influence a country's wellbeing.

Apply and analyse

3 **Examine** Source 6.

- a Which 10 countries have the world's largest oil reserves?
- b Use the data in the 'World statistics' section of your obook pro to order the 10 countries with the largest oil reserves according to their HDI rankings.
- c Can you see a direct relationship between large reserves of oil and high levels of wellbeing as shown by the HDI rankings? Write a paragraph **describing** this relationship.
- d **Explain** why access to important natural resources such as oil does not always lead to improved levels of wellbeing.

4 **Summarise** how colonisation changed many nations in the pursuit of natural resources.

Evaluate and create

5 Launch Google Earth on your device to complete the following tasks:

- a Locate the town of Bonny in Nigeria.
- b **Describe** the variations in buildings in this town.
- c What conclusions can you draw about the relative wealth and wellbeing in the area?
- d Find the location of the photograph in Source 7.
- e Use the ruler function to **estimate** the size of the oil plant.
- f **Describe** the evidence of environmental change you can see as a result of this plant.

5.4 The influence of location on inequality

In this topic, you will:

» investigate the locational causes of inequalities in wellbeing between countries.

Differences in human wellbeing cannot be explained by variations in the distribution of natural resources alone. Control over reserves of natural resources was the main source of wealth and power hundreds of years ago. However, it tends to be less of a factor in today's increasingly globalised world, where vast quantities of goods, services, people, finances and ideas move quickly between countries. As a result, countries with few natural resources – such as Singapore and Japan – can increase their wellbeing by engaging in these flows of goods and services.

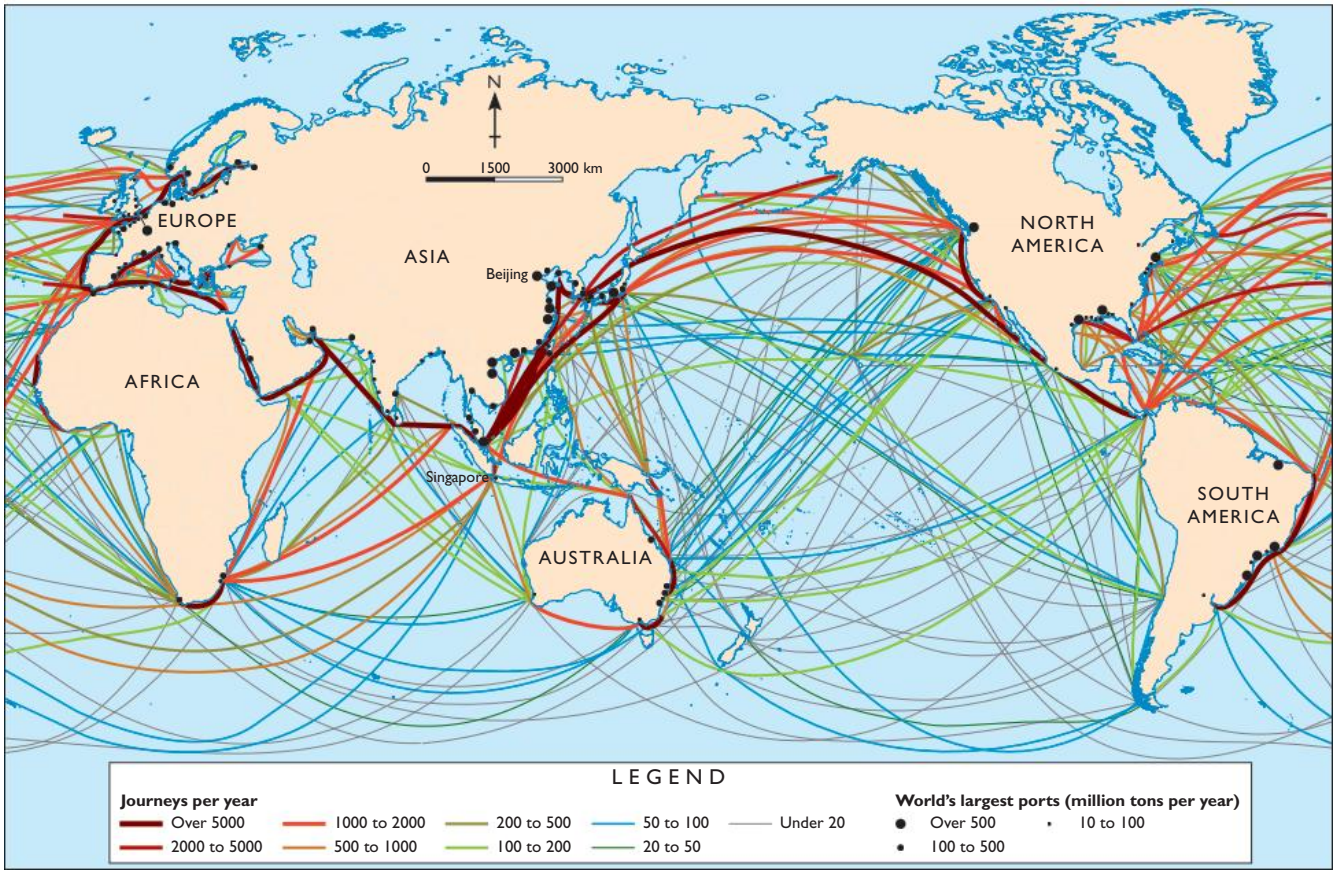
In fact, some of the highest levels of wellbeing are enjoyed by people living in places without natural resources, such as large areas of land suitable for agriculture or vast mineral reserves. For these people, their location and ability to trade are the key to their wellbeing.

Access to trade routes

empires
groups of countries and/or areas often speaking different languages and having different cultures, but centrally ruled

All of the world's great **empires** were built partly on their ability to transport goods and people. Large volumes of goods were usually transported by water. Ancient Egyptians used the Nile River, the Greeks and Romans used the Mediterranean Sea, and the British used the oceans of the world for trade. Countries and empires with ports close to major shipping routes had a natural advantage.

WORLD: MAIN SHIPPING ROUTES AND LARGEST CONTAINER PORTS



Source 8

Source: Oxford University Press

Little has changed in the ways goods are transported today. The United States, for example, has been able to maintain high levels of wellbeing for centuries through its ability to trade from large ports on its west, east and south coasts. China, one of the world's fastest-growing economies, is the world's largest exporter and second-largest importer. Six of the world's 10 busiest ports are located in China, and an estimated 130 million shipping containers pass through them every year. China is using trade from its many ports as a way to improve the wellbeing of hundreds of millions of its citizens.

Statistics database
World statistics

KEY CONCEPT
Interconnection

Singapore and the importance of location

Singapore is one of the world's smallest countries, and has few natural resources. Most of the land area is used for urban development, so little remains for food production. There are no significant rivers and no mineral reserves. And yet, Singapore has one of the world's highest levels of wellbeing – with an average life expectancy of over 86 years and one of the world's highest levels of GDP per capita. (GDP per capita is calculated by dividing the GDP of a country by the total number of people living there.) Singapore's wealth is based largely on its geographic location at the tip of the Malay Peninsula.

Ships moving between the world's major exporters and importers have used the port of Singapore as a trading centre for hundreds of years. The Port of Singapore is connected through shipping to more than 600 ports in 123 countries around the world, making it the 'gateway to Asia'. This central location has enabled Singapore to thrive in other global industries. Singapore also imports raw materials, which it turns into valuable commodities such as electronic and telecommunication goods for export. Finally, the country is home to major oil refineries and other mineral treatment plants, and is an important financial centre.

For more information on this key concept, refer to page 8 of 'The geography toolkit'.

Weblink
Vessel Finder

Source 9 An oblique aerial photograph showing part of the Port of Singapore

5.4 CHECK YOUR LEARNING

Review and understand

1 **Identify** two ways that countries with little in the way of natural resources can work to improve their wellbeing.

2 **Explain** the link between Singapore's location and the high levels of wellbeing there.

Apply and analyse

3 Use the 'World statistics' section in your obook pro to **describe** overall levels of wellbeing in Singapore.

4 **Examine** Source 8.

- a **Describe** the location of the busiest shipping routes.
- b Design the course of a container ship that travels from Beijing, around the world, and back to Beijing, following the busiest shipping routes.
  - i Use an atlas to **identify** the ports and countries where your ship would dock.
  - ii Use the 'World statistics' section in your obook pro to explore the levels of wellbeing in the countries where your ship would dock.
- c What does this map tell you about the advantages of coastal nations in accessing trade? **Justify** your answer.
- d How does this map help to explain the high levels of wellbeing in the United States, China and Singapore? **Justify** your answer.

Evaluate and create

5 In small groups, brainstorm the ways in which location influences a country's wellbeing. Source some images that illustrate your ideas and create a PowerPoint presentation explaining these links.

6 Use the Vessel Finder website to investigate the world's trading ships in real time. How many tankers are currently at Bonny, Nigeria? How many ships are in the Port of Singapore?

5A RICH TASK

Quizlet
Revise the key terms you have learnt so far.

Prisoners of geography

The movement of goods and produce by sea puts cities situated on ports and trade routes at a distinct advantage when it comes to improving levels of wellbeing.

Singapore and Hong Kong, for example, are rated as having levels of development that place them in the world's top 20 nations. Both are small islands with few natural resources, but their location on major shipping routes and their large natural harbours have allowed them to build thriving economies.

Other nations find their geographical location puts them at a distinct disadvantage. Wellbeing in landlocked nations such as Mongolia, Afghanistan, Niger, Ethiopia and Bolivia is hindered by a lack of access to the sea. Virtually all goods into and out of these places must travel by land, making them significantly more expensive. This situation is compounded if goods must travel through neighbouring countries with poor transport infrastructure, corruption or conflict. A United Nations study revealed that landlocked countries do worse than their maritime neighbours in each aspect of the HDI ranking – income, life expectancy and education.

Source 10 Niger is one of the poorest nations in the world. It lies 600 kilometres from the nearest ocean. Virtually all goods and people must enter and leave the country by road. Less than 4000 kilometres of road in the country is paved.

KEY SKILL
Collecting & representing data

Calculating a wellbeing index

A wellbeing index is a valuable tool that can be used to rank a group of countries being studied; for example, by placing them in order from the country with the highest wellbeing to the one with the lowest. Follow these steps to develop a wellbeing index for some of the world's landlocked countries:

Step 1 Draw up a grid with 10 columns using the headings set out in this table (these are your key indicators) and a row for each country you are ranking. This could be done on paper or using a spreadsheet in Microsoft Excel. Using a world map as a guide, list your countries in the first column. Select a range of landlocked countries from different continents for an even spread; for example, you could choose Bolivia, Mongolia, Niger and others.

Step 2 Rank the countries from the one with the lowest infant mortality rate to the one with the highest. For example, if you have 20 countries, the highest score would be 20 and the lowest would be 1. If two or more countries have the same infant mortality rate, they score the same ranking. Record these rankings in the column headed 'Infant mortality rate'. For those countries where the data is unavailable, do not include them in the ranking.

Step 3 Repeat this step for the 'Percentage of the population living below poverty line' (column 3).

Step 4 Repeat this step for 'Life expectancy' (column 4) – but this time, the highest life expectancy scores 1 and the lowest scores 20.

Step 5 Repeat for 'GDP per capita', where the highest is ranked 1 (column 5).

Step 6 Repeat for 'Access to clean water', where the highest is ranked 1 (column 6).

Step 7 Repeat for 'Literacy rate', where the highest is ranked 1 (column 7).

Step 8 Add the total score for each country and record this in the 'Total' column (column 8).

Step 9 Calculate the average score for each country – divide each country's total score by the number of indicators for which there is valid data. Record this average score in column 9.

Step 10 Rank the countries based on these average scores. The country with the lowest average score will be the first-ranked country. Record these ranks in the final column.

You have now completed a wellbeing index of countries based on these six indicators.

For more information on this key skill, refer to page 26 of 'The geography toolkit'.

Country	Infant mortality rate	Percentage of population living below poverty line	Life expectancy	GDP per capita	Access to clean water	Literacy rate	Total	Average	Final rank
Bolivia									
Mongolia									
Niger									

Practise the skill

1 **Calculate** a wellbeing index for 20 of the world's landlocked countries (see Source 11).

2 **Describe** the level of wellbeing of people living in landlocked countries based on your wellbeing index.

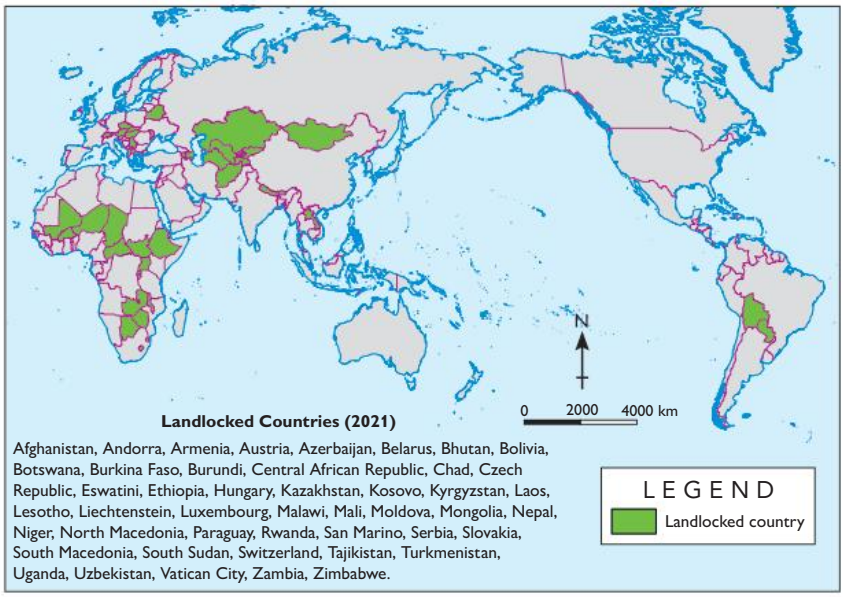
3 **Examine** the 'World statistics' section in your obook assess. List the 10 countries in the world with the lowest HDI rankings. How many of these are landlocked?

Extend your understanding

1 **Calculate** a wellbeing index for all the countries of South America. How do the two landlocked countries score on your index?

2 Bolivia has no coastline, but it maintains a navy of approximately 5000 sailors (see Source 12). **Research** the history of Bolivia's access to the Pacific Ocean to find out why this country has a navy.

WORLD: LANDLOCKED COUNTRIES



Landlocked Countries (2021)

Afghanistan, Andorra, Armenia, Austria, Azerbaijan, Belarus, Bhutan, Bolivia, Botswana, Burkina Faso, Burundi, Central African Republic, Chad, Czech Republic, Eswatini, Ethiopia, Hungary, Kazakhstan, Kosovo, Kyrgyzstan, Laos, Lesotho, Liechtenstein, Luxembourg, Malawi, Mali, Moldova, Mongolia, Nepal, Niger, North Macedonia, Paraguay, Rwanda, San Marino, Serbia, Slovakia, South Macedonia, South Sudan, Switzerland, Tajikistan, Turkmenistan, Uganda, Uzbekistan, Vatican City, Zambia, Zimbabwe.

Source 11 Source: Oxford University Press

Source 12 Members of the Bolivian navy

Statistics database
World statistics

5.5 Human factors and wellbeing

In this topic, you will:

» outline the human factors that cause inequalities in wellbeing.

Quiz me!
A quick quiz on human factors and wellbeing

There are a combination of different social, economic, historical and political factors that affect wellbeing. These are known as 'human' factors. Changes in the size of populations, inequalities between different groups in society, political instability and conflict are all examples of human factors that affect wellbeing.

Demographics and changes in population

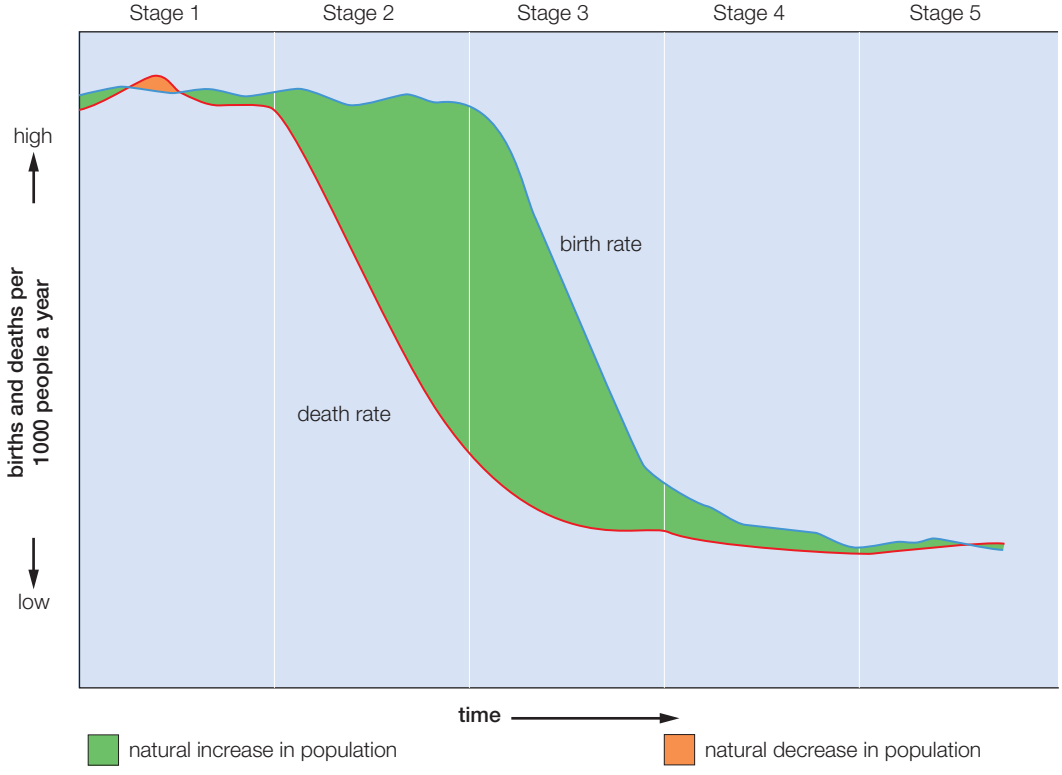
The number of people living in a country is always changing. In some countries the population is growing rapidly and in others it is declining. The rate at which populations change is largely related to changes in wellbeing.

Demographics is a term used by geographers to describe the quantifiable statistics of a population (or smaller groups within it). Looking at statistical data on population can help to identify trends in population patterns and predict future trends that could affect wellbeing within a country.

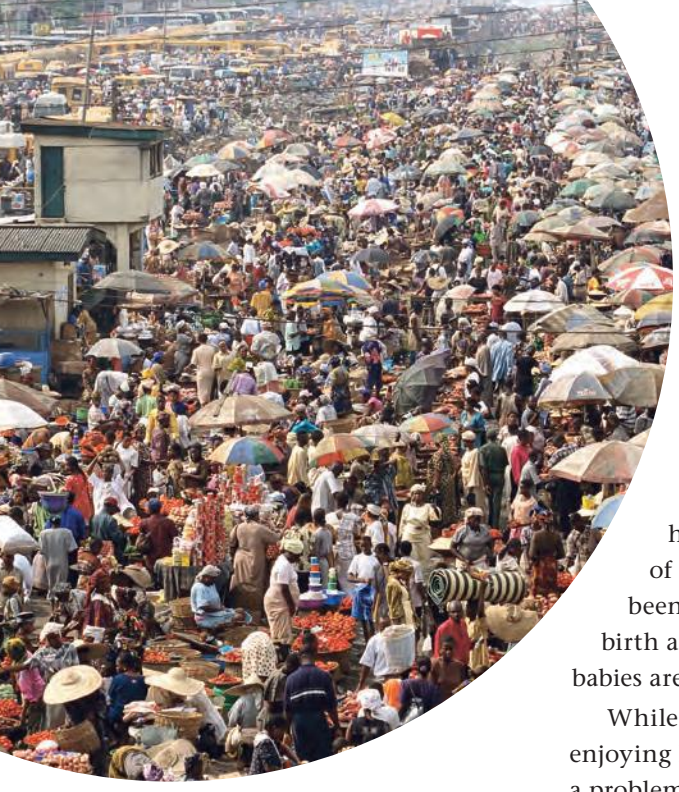
Countries tend to pass through a series of stages in terms of population change. By observing these changes in many countries over a long period, geographers have been able to develop the **demographic transition model** (Source 1).

demographics
the statistical data of a population or of groups within a population, especially those related to average age, gender, birth and death

demographic transition model
a geographic model designed to help explain changes in populations over time, especially the transition from high birth and death rates to low birth and death rates as countries become more developed



Source 1 The demographic transition model



Source 2 The population of Nigeria increases by 2.5 per cent per year. Already home to 219 million people, its population is predicted to exceed 400 million by 2050. The population of its capital, Lagos, is set to increase from 15 million to over 30 million inhabitants in the same time period.

Looking at population trends

Many **developing countries** around the world today, particularly in Africa and Asia, are currently in stage 2 according to the demographic transition model. Death rates have fallen dramatically as better health care, sanitation and the provision of fresh water have improved the health and **life expectancy** of millions of people. Improvements have also been made in the care offered to women giving birth and their newly born children. Millions more babies are now surviving into adulthood as a result.

While these improvements have led to people enjoying longer, healthier lives, they have also created a problem. In these countries, there is currently a gap (or lag) between the fall in the death rate and a fall in the birth rate, so populations are growing rapidly (see Source 1). As a result, the population of Africa, for example, is expected to double by 2050 and triple by 2100. This will create significant challenges in providing food, water and shelter, as well as access to education, employment and health facilities.

In contrast, many **developed countries** in regions such as North America and Western Europe have reached stages 4 and 5 in their demographic transition. Birth rates have now fallen to such an extent that some of these countries are facing an overall decline in their populations. The reasons for this fall differ between countries, but there are some common factors. A general improvement in living conditions, high use of contraception and other family planning methods, high rates of education and work participation among females, and a movement from rural living to large cities all seem to be contributing factors to the falling birth rates.

developing countries
non-industrialised (i.e. largely agricultural) countries with relatively fragile economies and a low standard of living that are not always able to support the needs of their citizens

life expectancy
a statistical measure of the average number of years a person in an area of population can expect to live from the year in which they were born

developed countries
industrialised countries with well-developed economies and a relatively high standards of living that are able to support the needs of their citizens

Source 3 A young family in Rwanda

Source 4 Sardinia, Italy, is home to the world's longest-living men.

CASE STUDY

China's 'one-child policy'

Perhaps the most famous attempt by a country to reduce its birth rate has been China's 'one-child policy'. Introduced in 1979, its aim was to reduce the rate of population growth in the world's most populous country. Couples in China were encouraged to have only one child, although the policy was unevenly applied across the country. One-child families were given better access to education, health care, jobs and houses, while those that had more children were fined and lost access to important social services.

The policy was successful in reducing China's growth rate and has likely resulted in 300 million fewer births since it was implemented in 1979. But there have also been a range of unintended consequences which are now causing concern.

In China, people prefer to have sons rather than daughters, as boys traditionally support their parents in their old age. As parents could only have one child, many were ensuring that this was a boy. In some cases, this involved using an ultrasound machine to determine the sex of the foetus and terminating the pregnancy if it was a girl. In other cases, baby girls were abandoned or sent to orphanages. This has led to a large imbalance between the sexes in some parts of China, with 13 males born to every 10 females.

China's one-child policy was phased out in 2015 and couples are now encouraged to have more than one child. However, many continue to choose to have only one. Interestingly, in 2020 a non-profit organisation called World Population Balance launched a billboard movement in Vancouver, Canada, called 'One planet, one child'. It has since spread to cities in the United States. While not enforceable by law, the movement encourages couples to limit their families to one child to help protect against overpopulation.

Source 5 A poster promoting the one-child policy in Shenyang, Liaoning Province, China

5.5 CHECK YOUR LEARNING

Review and understand

1. **Explain** why it can be useful to analyse statistical data on population.
2. **Explain** why death rates have fallen in many developing countries over recent times.

Apply and analyse

3. In what ways would the demographic transition model (shown in Source 1) be useful for geographers studying population trends?
4. Use the World Statistics section on your obook pro to **identify** the birth and death rates for Australia, Afghanistan, Italy and Timor-Leste (East Timor).
   a. **Classify** these countries into two categories: those you would describe as having a rapidly expanding and stable population, and those which have a declining population. **Justify** (give reasons for) your answers.
   b. **Classify** each country according to which stage of demographic transition it is in.
   c. **Describe** two challenges that urban planners in Italy and Timor-Leste might face because of their population demographic.

Evaluate and create

5. Reflect on China's one-child policy.
   a. **Explain** the purpose of the one-child policy.
   b. **Evaluate** its results in terms of the demographic transition model.

5.6 Population growth and inequalities in wellbeing

In this topic, you will:

» investigate the relationship between the rate of population growth and human wellbeing.

fertility rate
a statistical measure of the average number of children that all women in a particular area of population will have throughout their lifetime

infant mortality
a statistical measure of the proportion of children in an area or population under the age of 12 months who die; expressed as number of deaths per 1000 live births

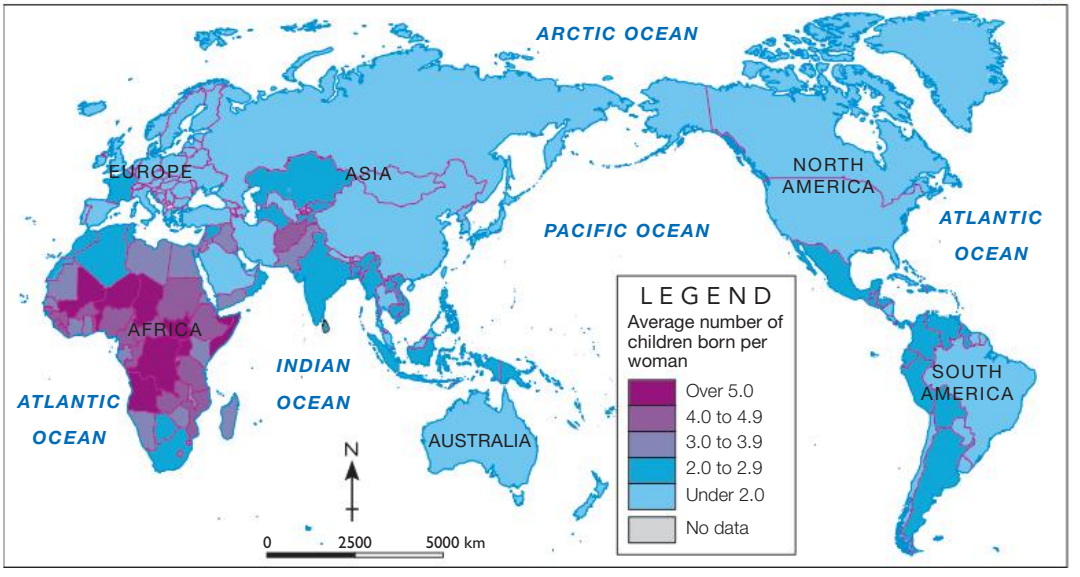
The populations of most countries around the world are increasing. In some countries, such as Australia and the United States, the population is growing slowly, and in other countries, such as Niger and Uganda, it is growing rapidly. Populations grow when the number of arrivals from births and immigration is greater than the number of departures from deaths and emigration. In most cases, the growth of a country's population is largely determined by the **fertility rate**.

Many people living in countries with a rapidly growing population experience difficulties accessing vital services. These include access to education, food, safe drinking water, electricity, communications and transportation. Access to health services such as hospitals, doctors and medicines is also much lower than in countries with slowly growing or declining populations. **Infant mortality** and maternal mortality (mothers dying due to pregnancy or childbirth problems) are also much higher in rapidly growing populations. This is largely because many births in these countries are not attended by health professionals.

Source 6

> The countries in which poverty levels are the highest are generally those that have the most rapid increases in population and the highest fertility levels.
>
> United Nations Population Fund

WORLD: TOTAL FERTILITY RATE



Source 7 Source: Oxford University Press

Gender inequality and fertility rates

Many researchers believe that the lower status and education levels of women, particularly in developing countries, contributes to higher fertility rates, as women with lower levels of education tend to have more babies. In turn, higher fertility and larger families make it even more difficult for women to attend school or to participate in the workforce and in government.

Inequality between women and men is both a cause of inequality in wellbeing and one of its effects. Societies in which women have a lower status in education, employment and government tend to have lower levels of wellbeing than those with less or no gender discrimination.

Source 8 Niger is the only country in the world where the fertility rate is greater than 6. Of the 20 countries with the highest fertility rates, 19 are in Sub-Saharan Africa (that is, the countries of Africa that lie south of the Sahara Desert). The other country is Afghanistan.

Source 9 Taiwan's fertility rate is 1.07, the world's lowest. At this rate, its population will soon begin to decline.

Changes in population structure

'Population structure' is a term used to describe the different groups in society that together make up the total population. Geographers often identify groups according to their age and sex.

KEY SKILL
Collecting & representing data

Interpreting and creating population pyramids

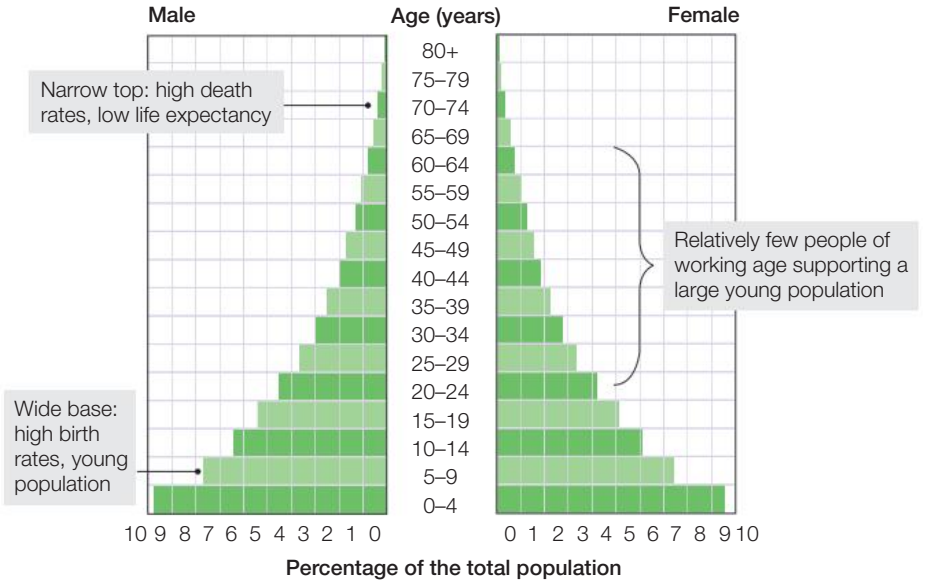
One of the most useful tools that geographers use to study a country's population structure is called a population pyramid. Population pyramids graph the population of a country in age segments (shown on the central axis). Males and females are shown separately – males are always shown on the left of the pyramid and females on the right.

Population pyramids help geographers identify trends in populations. The overall shape of the pyramid can indicate whether a country's population is growing, contracting or remaining relatively stable.

- Countries with a rapidly growing population tend to have pyramids that are wide at their base and narrow at their top (see Source 10).
- Countries with a population that is growing slowly have a different shaped pyramid in which the base is much narrower because birth rates and fertility rates are lower. In these countries, much of the population is of working age.
- Countries with a declining population tend to have a population pyramid with a much narrower base, because the birth rate is very low (see Source 11). There is usually a large group of people over 60 years of age, as life expectancy is high and death rates are low.
- To construct your own population pyramid using a set of data, log onto your obook pro and complete the key skill 'Interpreting and constructing population pyramids'.

For more information on this key skill, refer to page 26 of 'The geography toolkit'.

Key skill worksheet
Collecting & representing data: Interpreting and constructing population pyramids



Source 10 The population pyramid for Niger – an example of a rapidly growing population

Source 11 The population pyramid for Taiwan – an example of a declining population

Weblink
Gap Minder

5.6 CHECK YOUR LEARNING

Review and understand

1 **Describe** the appearance of a population pyramid for a rapidly growing population.

2 Use Source 7 to **identify** the fertility rate in Australia and three other countries with a similar fertility rate.

3 **Explain** the links between gender inequality and population growth in your own words.

Apply and analyse

4 **Examine** Source 7.

- **a** Use the PQE method to **describe** the pattern shown on this map.
- **b** **Compare** this map to the world maps showing GDP per capita (Source 12 in topic 4.5 on page 140), life expectancy (Source 15 in topic 4.6 on page 143) and literacy rates (Source 19 in topic 4.7 on page 146). For each map, write a one-sentence summary of the similarities that you notice.
- **c** Based on the summaries you have written, what is the most significant link between fertility rates and human wellbeing? Use evidence to support your answer.

Evaluate and create

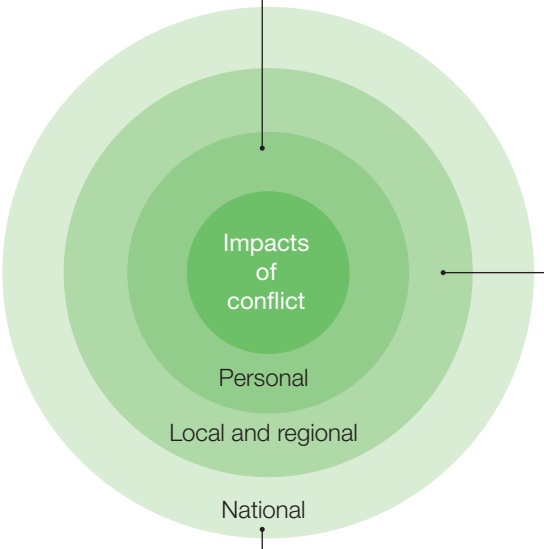
5 Using the tools on the Gap Minder website, **create** a scatterplot (see topic 4.4 on page 139) testing the links between the HDI and fertility rates. Describe the correlation.

5.7 Conflict and inequalities in wellbeing

In this topic, you will:

» examine how conflict and dispossession can affect wellbeing in a country.

Wars and civil conflicts are complex events. There is rarely, if ever, a single factor that causes them. A complex set of social, historic and physical factors lie behind one group of people or nation attacking another. The costs of war are immense, both in terms of human life and economic resources. Conflict at any scale and any intensity almost always has wide-ranging and long-term impacts on human wellbeing. Countries can take decades to recover from the impacts of war, preventing people from accessing opportunities to improve their wellbeing. Source 12 lists some of the common effects of high-intensity conflicts.



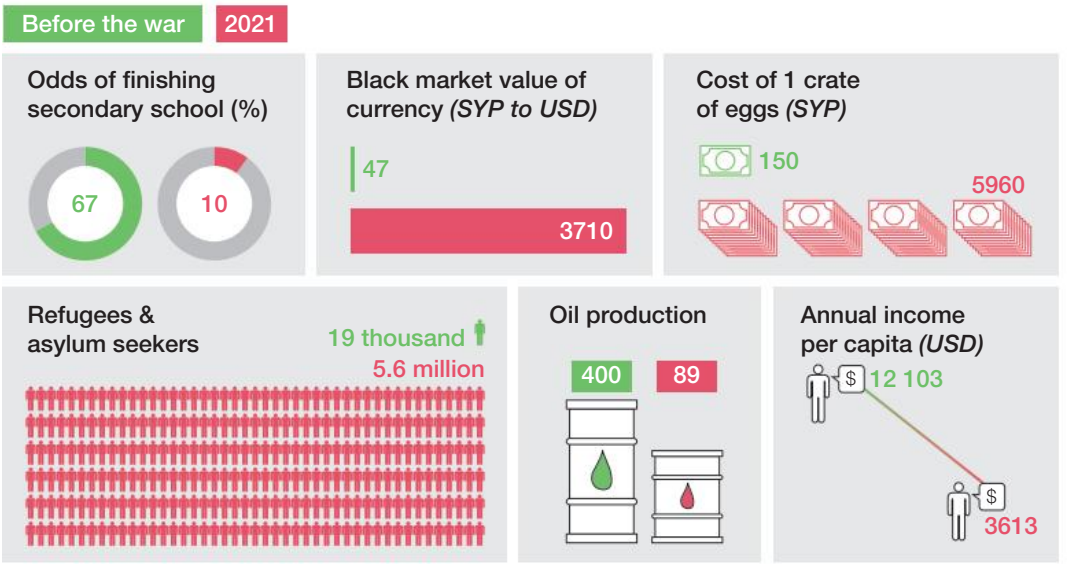
Impacts at the personal scale:
- reduced quality of life
- reduced ability to makes choices about lifestyle
- loss of life
- impact on personal dignity and human rights
- impact on health and a reduced ability to access appropriate care
- loss of connection to other people in other regions
- individuals forced to fight
- targeted attacks on schools reduce the opportunity to have an education
- greater incidence of sexual violence.

Impacts at the local and regional scales:
- decreased access to land, leading to food insecurity
- collapse of systems such as transport, food supply and local government
- fewer job opportunities
- breakdown in transport and communication networks
- displaced people put stress on infrastructure in neighbouring places, such as water and health systems
- unsustainable use of natural resources to fund the conflict
- loss of productivity due to labour shortages.

Impacts at the national scale:
- environmental degredation, e.g. forest clearing and landmines
- food insecurity and dependency on aid
- refugees flee to other countries
- decline in national economy and less public spending, as money is spent on conflict
- neighbouring nations often increase their military spending
- less spending on education (21 developing countries spend more on arms than on education)
- military spending results in less financial aid for developing countries.

Source 12 Impacts of high-intensity conflicts at the personal, local, regional and national scales

In the past century, there has not been a single year without war. Some are short-term battles between neighbouring states, but some can continue for decades. The current civil war in Syria, for example, has been fought continuously since 2011. In that time, more than 400 000 people have been killed, including over 20 000 children. Between 2010 and 2015, life expectancy in Syria fell by five years. Source 13 shows some of the other impacts of the war in Syria on social and economic life.



Source 13 Impact of the Syrian conflict on economic and social life (note that 'SYP' refers to Syrian pounds)

Conflict and refugees

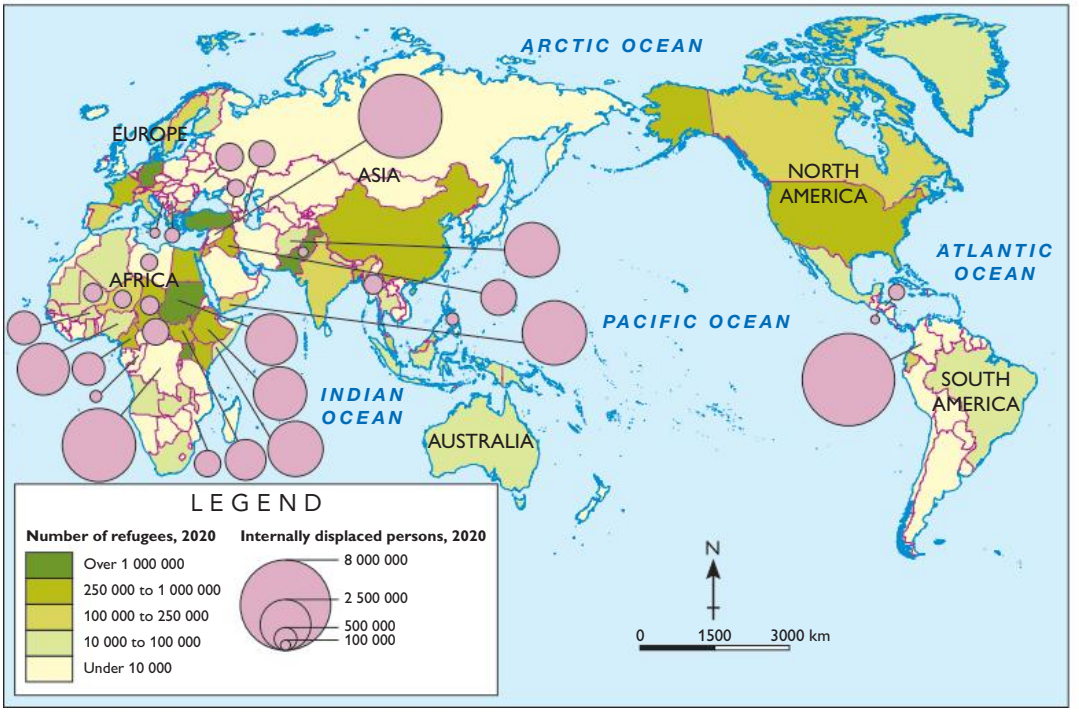
During periods of armed conflict, many people are forced to leave their homes and seek safety elsewhere. If they cross into another country, they are referred to as **refugees**. If they remain within their home country but away from where they live, they are called **internally displaced persons (IDPs)**.

The number of refugees and IDPs around the world changes constantly, depending on the number of places involved in conflicts. At the end of 2019, there were 79.5 million people who were forced to leave their homes because they feared for their safety. Over 45 million of these were IDPs. More than two-thirds of all refugees came from just five countries: Syria, Venezuela, Afghanistan, South Sudan and Myanmar.

refugees
people who travel from one country to another country to escape the effects of a natural disaster or conflict, or to avoid persecution

internally displaced persons (IDP)
people who have been forced to flee their home, but who remain within their own country's borders

WORLD: DESTINATION COUNTRIES OF REFUGEES AND IDPS, 2020



Source 14 This map shows the number of refugees and IDPs living in each country. Source: Oxford University Press

The wellbeing of refugees

Life as a refugee is hard. Many refugees have witnessed or been victims of persecution, torture or sexual violence. Many find that the country to which they have fled is unwilling or unable to offer them much assistance. In many cases they are forced to live in temporary camps set up by refugee agencies such as the United Nations and International Red Cross. These camps are often in places where essential services – such as a reliable water supply, food security, sanitation and health care – are very limited.

CASE STUDY

Life in the Dadaab refugee camp

The Dadaab refugee camp in Kenya is located approximately 100 kilometres from the Kenya–Somalia border. It is one of the world's largest refugee camps, housing more than 218 000 refugees – most of whom have fled conflict in nearby Somalia. For many children, this refugee camp has been their only home. Born in the camp, they have relied on its resources for food, water, shelter, education and health services for their entire life.

Kenyan authorities have expressed a desire to close the camp and to force the refugees to return to Somalia. This has created a climate of anxiety and fear among the refugees, who face a dangerous and uncertain future if they are forced to return.

Source 15 Women collect drinking water at the Dadaab refugee camp.

5.7 CHECK YOUR LEARNING

Review and understand

1 **Identify** three impacts of war and conflict at the national scale.

2 **Explain** why wars and conflict often lead to people being displaced from their homes.

3 **Explain** why living conditions are often poor in refugee camps.

Apply and analyse

4 **Examine** Source 14.

a **Identify** the type of map shown in this source.

b Use the PQE method to **describe** the distribution of refugees and IDPs on a global scale.

c **Suggest** two reasons that help to explain the pattern you have described.

5 Use the information in Source 13 to **summarise** how conflict in Syria has impacted on wellbeing there.

Evaluate and create

6 **Create** a geographic sketch of Source 16. On your sketch, label the features that show the access to water and sanitation facilities, and variations in housing. This photograph has also been supplied on your obook pro.

7 **Construct** a flow diagram showing how impacts of conflict at the personal scale can become impacts at the national scale, and vice versa.

8 In groups, **discuss** how life in the Dadaab refugee camp is different to your own lives. Think about how you access resources such as food, water, shelter, education and health services.

Key skill worksheet
Interpreting geographical images: Collecting and evaluating geographical photos

Photograph
Dadaab refugee camp

Source 16 Part of the Dadaab refugee camp

5.8 Gender and inequalities in wellbeing

In this topic, you will:

- examine gender inequalities between countries
- investigate the effects of gender inequality on wellbeing.

gender inequalities unequal treatment of individuals within a society based on their gender, whether male or female

Throughout much of the world today there are **gender inequalities**. For example, if you are a woman, you are more likely to be living in poverty and unable to read or write. You are more likely to be a refugee and subject to gender-based violence. You are also less likely to be in government, to be employed or to own property.

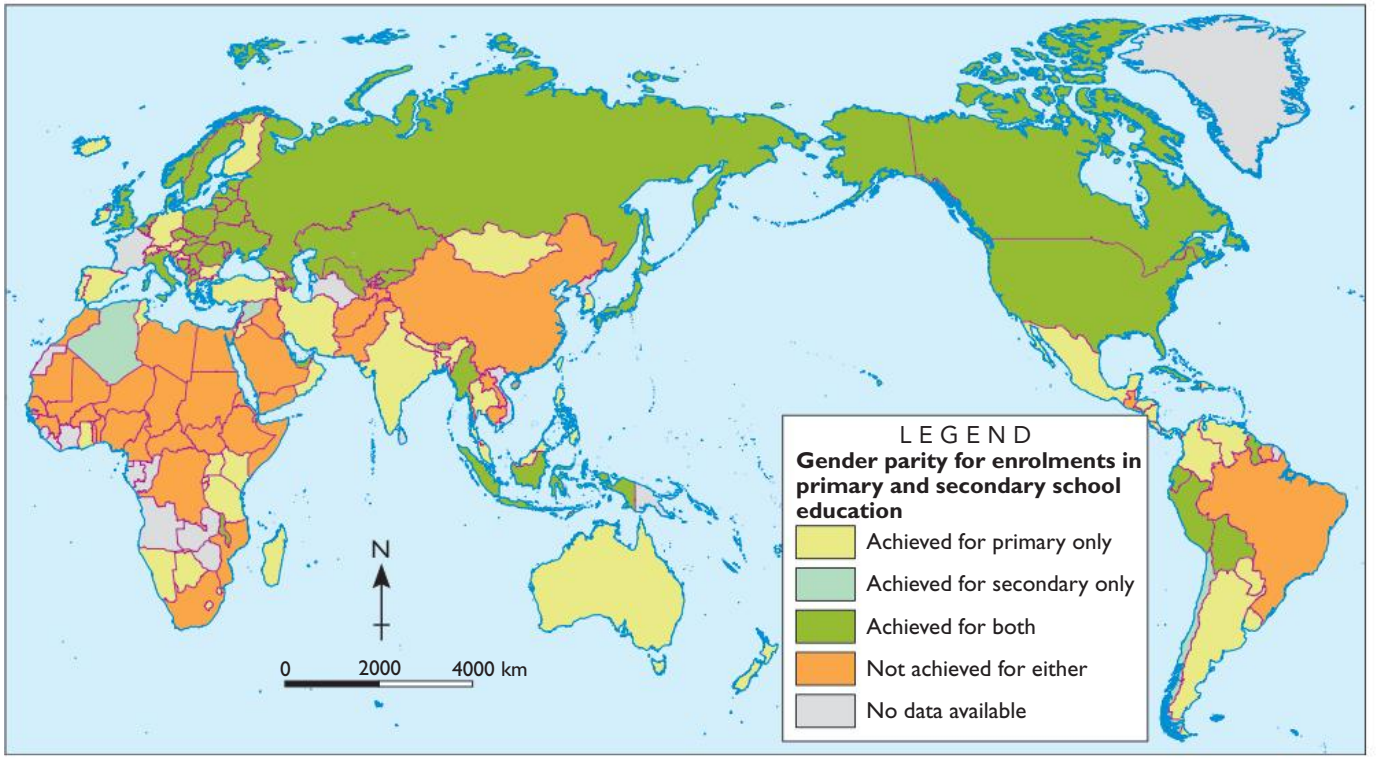
Geographers use three important indicators to assess gender equality in any given country. These are women's participation in education, in the workforce, and in government. These three things are essential to raising the status of women and providing opportunities for better jobs, female-friendly government policies and higher levels of wealth.

Gender inequality in education

Globally, three-quarters of all primary school-aged children with no access to school are girls. In fact, two-thirds of adults unable to read or write are women. In many countries around the world, boys outnumber girls in schools (see Source 17). This gap is a reflection of gender-based discrimination in societies where sons are often considered more important than daughters.

Poverty also has an effect on this inequality. In India, for example, girls from poorer families often attend inferior schools that teach only basic literacy and numeracy (that is, if they attend school at all). Higher levels of schooling cost money, and poor families are more willing to invest in their sons than their daughters.

WORLD: GENDER PARITY (EQUALITY) FOR ENROLMENTS IN PRIMARY AND SECONDARY EDUCATION



Source 17 Source: Oxford University Press

Gender inequality and job opportunities

In virtually every country, men are much more likely to own land than women are. Women also earn less, as in every country men are typically paid more money than women are. This is known as the **gender pay gap**. In 2021, for example, the Australian Workplace Gender Equality Agency reported that, on average, Australian men earn 13.4 per cent more than women per week.

gender pay gap
the difference between the amounts of money paid to women and men, often for doing the same work

Global studies into the gender pay gap reveal that, on average, women are paid 63 per cent of what men are paid. These studies have also found that, in most places around the world, female participation rates in the paid workforce are much lower than men's.

One of the main factors that contributes to this is the traditional role of women working in the home. Around the world, many women raise children and undertake an enormous amount of domestic work for long periods of time, while their male partner remains a part of the paid workforce.

Additionally, in many of the countries where women have low participation rates in the paid workforce, they are instead doing agricultural work. A large number of women are not paid for this work. Source 18 shows the percentage of women in the workforce who work in agriculture. For many women in developing countries, the work involves long hours every day on family farms that produce just enough food to support their families. They also perform most of the domestic chores, such as collecting wood and water, caring for children and preparing food.

Source 18 Percentage of employed women who work in agriculture

	1991	2000	2010	2019
World	43	39	32	25
High-income countries	6	6	3	2
Middle-income countries	51	46	37	28
Low-income countries	74	74	69	63

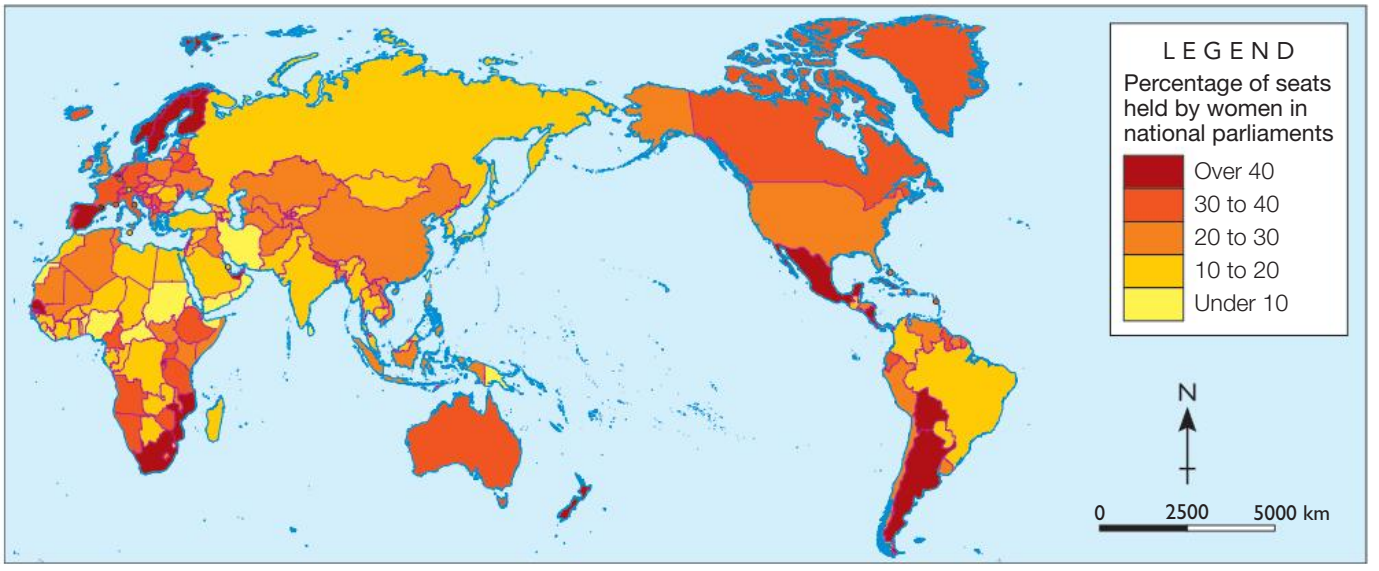
Source 19 In Burundi, 94 per cent of women in the workforce are doing agricultural work.

Quiz me!
A quick quiz on gender inequalities in wellbeing

Gender inequality in government

There are only four countries in the world in which more than half of the representatives in national parliaments are women (see Source 20). Globally, women make up only 25 per cent of the world's elected officials; 119 countries have never had a female leader; and there are 27 countries where women make up less than 10 per cent of parliamentarians. Low levels of representation in government can make it difficult for gender equality laws – such as universal education – to be discussed and enacted.

WORLD: PERCENTAGE OF WOMEN IN NATIONAL GOVERNMENTS



Source 20

Source: Oxford University Press

5.8 CHECK YOUR LEARNING

Review and understand

1 **Define** the term 'gender inequality' in your own words.

Apply and analyse

2 **Examine** Source 17.
   - a **Identify** the regions of the world where parity (equal numbers) of male and female students has been achieved for both primary and secondary education.
   - b Use the map in Source 7 in topic 5.6 on page 179 to **identify** the fertility rates in the regions you listed in question 2a.
   - c **Describe** the relationships you see between education parity (equality) and fertility.

3 Using the sources provided in this topic, **compare** the regions of Europe and Sub-Saharan Africa in terms of:
   - a parity (equality) in education
   - b the percentage of women in government.

Evaluate and create

4 **Examine** the data in Source 18.
   - a **Identify** three trends you notice.
   - b Decide what sort of graph would best represent this data, and then **create** your graph.

5 a **Research** gender equality and inequality in Australia. Focus on issues such as employment, wage levels, number of seats in parliament and education.
   - b Present your findings as a written report. Remember to acknowledge the sources of the data you use.

5.9 Technology and inequalities in wellbeing

In this topic, you will:

» investigate the technological causes of inequalities in wellbeing between countries.

'Technology' is a very broad term used to describe a range of different tools, machinery, techniques and systems to solve a problem or achieve a goal. From the times of earliest human societies, people have strived to find new and better ways of growing food, accessing water, treating medical problems and improving sanitation. All of these technological developments were designed to improve wellbeing.

Over the past 200 years, there have been many significant advances in technology that have fundamentally changed the way we live and work. These advances have had enormous impacts on societies. Some of the biggest changes occurred during the Agricultural Revolution of the eighteenth century and the Industrial Revolution of the nineteenth century.

These revolutions, however, were concentrated in Europe and the United States, and their impacts were greatest in the parts of the world now known as the developed world. The people of Europe may have been living with the benefits of these revolutions for generations; but in many Asian and African countries, people are still using farming methods not seen on Europe's farms for hundreds of years.

CASE STUDY

Differences in dairy farming technology

Differences in the availability and use of technology between the developed world and the developing world can be seen clearly in these examples of dairy farming in Laos and New Zealand.

The man shown in Source 22 is a dairy farmer in Laos. He is bringing his two cows to a small shed near his house. He will spend the next hour or so milking the cows by hand into a bucket. This will provide enough milk for his family to be able to make their evening and morning meals. The cows will stay in the shed overnight and be milked again in the early morning. During the day they will be able to wander across the countryside but will be accompanied by one of the children of the family, whose daily task is to make sure the cows are fed, keeping the child out of school. The cows' droppings will be collected and used for fertiliser, fuel for the cooking fire, or mixed with straw and used for mudbricks. On some days, the larger cow will be used on the family rice field to pull a plough through the mud.

Source 22 A dairy farmer in Laos

Source 21 A milk tanker arrives at a New Zealand dairy farm.

Source 21 shows a dairy farm in New Zealand. The workers ride motorbikes to herd the cows into a mechanised milking shed. Suction cups are attached to the cows' udders and the milk is pumped into large storage tanks ready for collection by a refrigerated milk tanker later in the day. Because the milking is mechanised, the farmer and one other worker are able to milk 1200 cows twice a day, producing much more milk than the farmer and his family can consume. The milk is sold to the local dairy factory, where it is treated and used to supply the needs of the people in towns and cities throughout the South Island of New Zealand, as well as being exported to other countries.

Statistics database
World statistics

cartogram
a type of map that is distorted to show a representation of statistical data (e.g. access to water, rates of obesity, etc.), rather than land area

Information and communications technology (ICT) and wellbeing

Technology is always moving forward. We are currently experiencing a kind of 'information revolution', in which the growth and spread of ideas and knowledge is occurring much more rapidly than at any time in the past. To a large degree this is being fuelled by advances in information and communications technology (ICT).

ICT has the potential to improve the wellbeing of people throughout the world. Already, the information revolution has made it easier for businesses on opposite sides of the world to work with each other. The spread and influence of the information revolution throughout the world, though, remains uneven (see Source 23). Rather than decrease inequalities in wellbeing, this uneven access has the potential to increase it. For example, when the COVID-19 pandemic began in 2020, the learning of 1.5 billion people in more than 190 countries was disrupted, as students were required to stay home to slow the spread of the disease. For most students, this meant a shift to online learning. In developed countries, more than 90 per cent of students could continue their learning in this way. However, almost half of all students in developing countries could not.

Source 23 This **cartogram** shows the number and percentage of people online in each country. Countries have been scaled proportionally to the number of people online in that country.

Source: Oxford University Press/Oxford Internet Institute

5.9 CHECK YOUR LEARNING

Review and understand

1 In your own words, **define** technology.

2 **Identify** the areas in which humans seek to improve wellbeing through the use of technology.

3 **Explain** how the spread of the internet has both reduced and increased some inequalities in wellbeing.

Apply and analyse

4 **Compare** Sources 21 and 22.

a **Distinguish between** the levels of technology used by these two dairy farms.

b **Explain** the reasons for the different levels of technology.

c Use the 'World statistics' section in your obook pro to **compare** levels of wellbeing in Laos and New Zealand.

5 **Examine** Source 23.

a **Describe** the general pattern of internet use on this cartogram (see topic 4.3 on page 136 for a guide to cartograms).

b **Compare** this cartogram to Source 7 in topic 4.3 (page 136), which shows HDI rankings around the world. What links do you notice between the HDI rankings and internet activity?

c **Explain** what causes these links.

Evaluate and create

6 In pairs, **evaluate** the strengths and weaknesses of technology as a tool for improving wellbeing. Share your response with the rest of the class.

5.10 Politics and inequalities in wellbeing

In this topic, you will:

» investigate the political causes of inequalities in wellbeing between countries.

'Politics' is a term used to describe all the activities associated with governing a country or region. Thomas Jefferson (1743–1826) – the third president of the United States and principal author of the Declaration of Independence – was a gifted politician. According to Jefferson, good governments were those that protected the rights of individuals, encouraged economic freedom, promoted happiness and listened to the will of the people.

Although Jefferson died almost 200 years ago, his beliefs still hold true. Governments wield enormous power over their citizens. Some are good, while others are not. Regardless of this, they are all responsible for influencing levels of wellbeing among their citizens.

The Universal Declaration of Human Rights

On 10 December 1948, the United Nations adopted the Universal Declaration of Human Rights. After World War II, the newly formed United Nations had decided to establish an international agreement setting out basic human rights that should be made available to all. The idea was that those in power would be responsible for ensuring that the human rights of their citizens were protected to the best of their government's ability. This was the first time in history that the nations of the world had listed the basic human rights to which all human beings are entitled.

Source 24 In several countries, including South Sudan, children are forced into conflict and to become child soldiers. Some groups, including Amnesty International, argue that 'the right to refuse to kill' should be added to the list of basic human rights.

The Declaration now underpins many laws to protect basic human rights all around the world. These rights include:

- the right to: equality, life, freedom, security, equality before the law, a fair public hearing, be presumed innocent until proven guilty, move freely, seek asylum in another country, marriage, family, own property, freedom of opinion, peaceful assembly, free elections, social security, desirable work, rest, adequate living standards, education, and share in scientific advancements
- freedom from: discrimination, slavery, torture, arbitrary arrest, interference with privacy, religious persecution, and state or personal interference in the above rights.

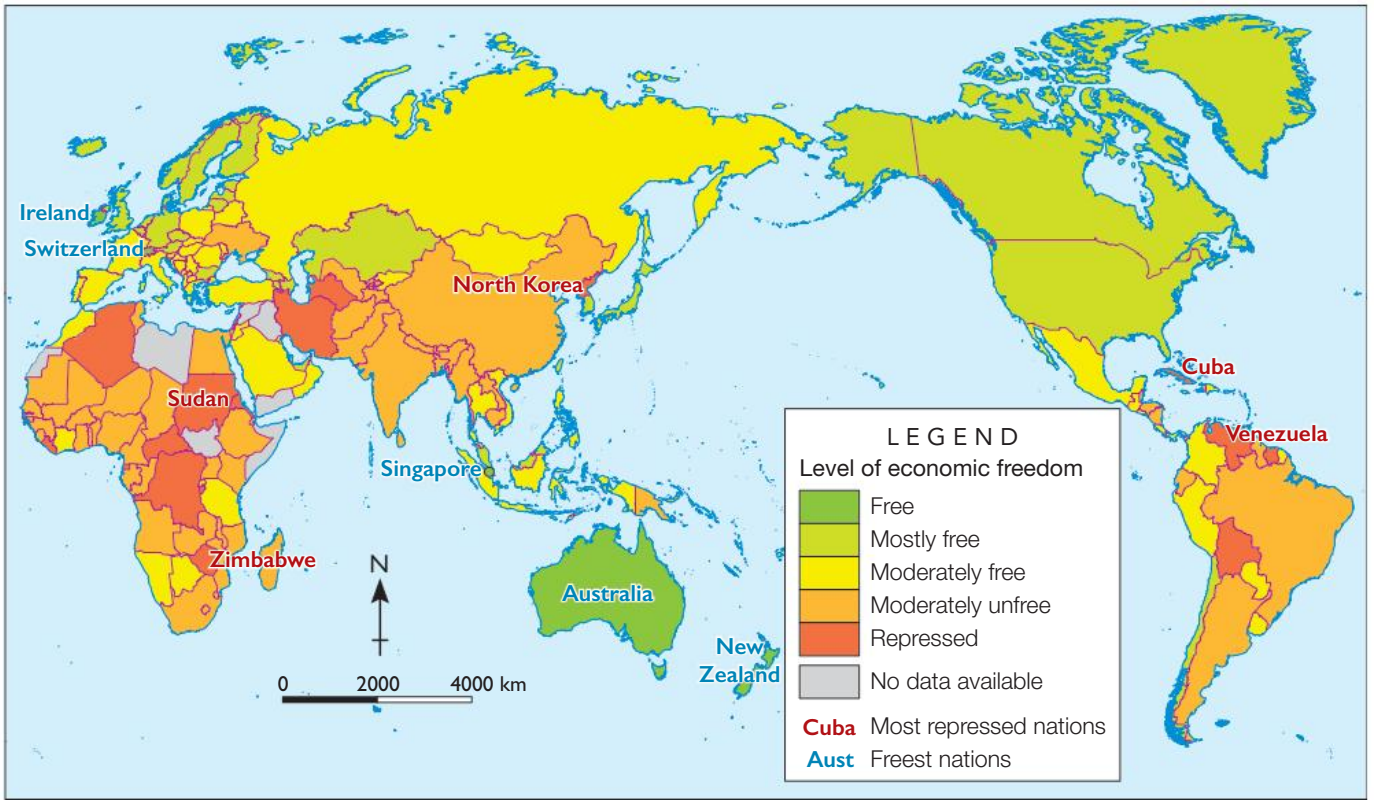
Government corruption

Many researchers believe that the abuse of political power is the leading cause of poverty and inequality in the world today. In particular, they point to the corruption that exists in many developing nations, where those in power use their position for their own benefit rather than the benefit of the country.

Source 25 ranks the countries of the world according to the level of economic freedom. This data is compiled by scoring nations on various indicators, including the level of corruption, labour freedoms and property rights.

Government corruption usually leads to the repression or punishment of any individual or group that speaks out against the government. In some cases, the struggle between different political groups within a country can result in civil war and ongoing conflict – an example of this is the current civil war in Syria. Along with environmental degradation, corruption and conflict are the two factors most likely to halt or reverse upward trends in improved wellbeing, affecting people's health, education and economic activity.

WORLD: LEVELS OF ECONOMIC FREEDOM



Source 25

Source: Oxford University Press

Source 26 North Korea is one of the world's most repressed nations. It is very difficult to access data for North Korea, but it is estimated that more than a quarter of North Koreans live below the poverty line. Despite this, it is believed that up to one-third of the annual budget is spent on the military under a policy known as *songun*, or putting the military first.

5.10 CHECK YOUR LEARNING

Review and understand

1 **Outline** Thomas Jefferson's idea of good government.

2 **Identify** the regions of the world where people are most repressed.

3 **Identify** the regions of the world where people are most free from repression.

Apply and analyse

4 **Explain** how corruption within a country can affect the wellbeing of its people.

5 **Examine** Source 25.

a Using the PQE method, **describe** the pattern of economic freedom and repression globally.

b **Suggest** two reasons why Australia and New Zealand have economic freedom.

Evaluate and create

6 **Discuss** with a partner how the Universal Declaration of Human Rights (available on your obook pro) would influence wellbeing if the rights set out were adopted as law in every country in the world.

7 Using Source 25 and an atlas, select four countries from each of the five levels of economic freedom to complete the following tasks:

a Use the 'World statistics' section in your obook pro to **determine** the HDI ranking of each of these 20 countries.

b **Construct** a scatterplot (see topic 4.4 on page 139) comparing the level of economic freedom in each country with its HDI ranking. The scores for economic freedom can be found in your obook pro.

c **Describe** the pattern shown.

Document
Universal Declaration of Human Rights

Statistics database
World statistics

5B RICH TASK

Quizlet
Revise the key terms you have learnt so far.

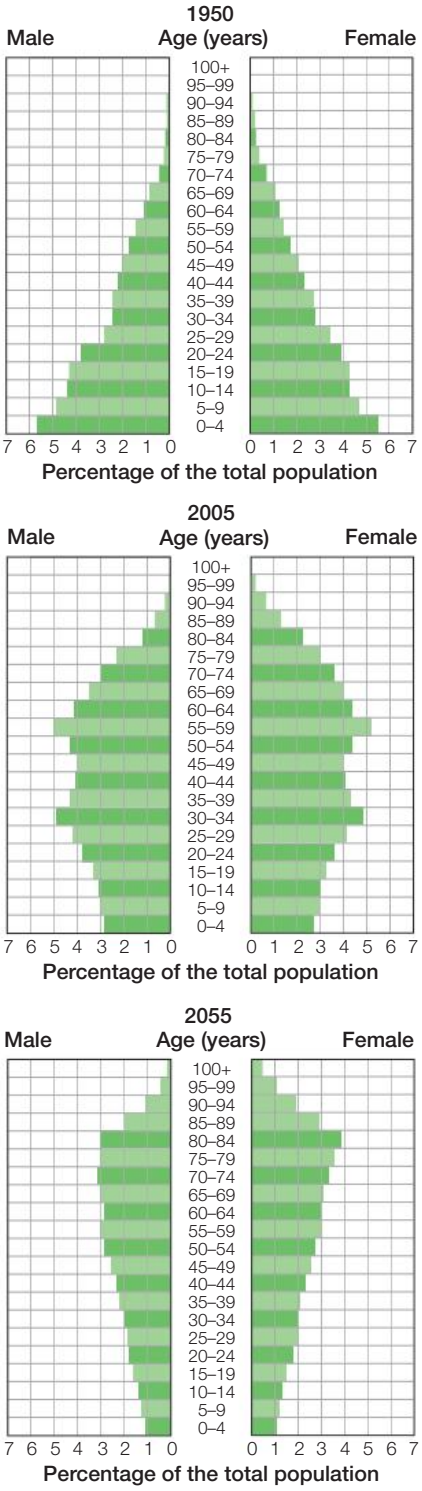
Demographic change in Japan

The population of Japan has undergone significant change over the past 70 years. In 1950, 7 per cent of all Japanese people were over the age of 60 and life expectancy was 59 years. By 2020, more than one-quarter were over 60 and life expectancy was one of the highest in the world at more than 84 years.

There are many factors responsible for these changes. At the end of World War II, returning soldiers were keen to marry and start families. The result was a 'baby boom', where the birth rate rose dramatically for about five years. When this group of children reached working age in the 1970s and 1980s, they brought about an economic transformation that made Japan one of the world's wealthiest countries. This wealth was used to improve wellbeing and has also improved life expectancy.

The other important demographic change has been a fall in the fertility rate. Japanese families are now among the world's smallest. This has led to an overall decline in the size of the population, which currently sits at around 125 million. Researchers estimate that the population will fall to just over 100 million by 2050. This has obvious implications for the economy and for the care of the growing elderly population (see Source 27).

Source 27 As the number of elderly people increases and the number of workers who can look after them decreases, Japan's engineers have developed robotic carers. It is hoped robots like Robear, which is still in the trial phase, can provide part of the solution.



Source 28 Population pyramids for Japan, showing the population in 1950 (top) and 2005 (centre), and the expected population in 2055 (bottom)

Source 29 Key population indicators for Japan, 1960–2020

	1960	1965	1970	1975	1980	1985	1990	1995	2000	2005	2010	2015	2020
Life expectancy	67.8	70.3	72.1	74.4	76.2	78.3	79.0	79.8	81.3	82.3	83.2	83.8	84.6
Fertility rate	2.00	1.98	2.10	2.00	1.78	1.72	1.57	1.41	1.32	1.30	1.36	1.45	1.38
Total population (millions)	92	97	NA	NA	NA	119	122	124	125	126	126	126	125
Population aged 60+ (%)	5.6	6.1	6.8	7.7	8.9	10.1	11.8	14.2	16.9	19.6	22.4	26.0	28.0

Source 30 Birth and death rates for Japan, 1963–2018

	1963	1968	1973	1978	1983	1988	1993	1998	2003	2008	2013	2018
Birth rate per 1000 population	17.11	17.79	19.03	15.21	12.81	11.19	9.87	9.44	8.92	8.20	8.20	7.40
Death rate per 1000 population	7.38	6.90	6.62	6.25	6.27	6.46	7.51	7.01	7.88	9.14	10.10	11.00

KEY SKILL
Collecting & representing data

Constructing a multiple line graph

Multiple line graphs are useful tools for displaying and comparing a range of data. They are constructed in much the same way as normal line graphs, but extra lines are added to show the trends in multiple data. Follow these steps to construct a multiple line graph:

Step 1 Construct a set of axes. As line graphs usually show change over time, the years are commonly placed on the horizontal axis (*x*-axis). Using an even scale, such as 1 centimetre for every 10 years, divide and label the *x*-axis. Now draw the vertical axis (*y*-axis). Ensure that the *y*-axis has a scale that suits all the data that you are plotting and will fit the highest number in the data set.

Step 2 Plot the first set of data using a coloured dot. Join these dots with a neat line, using the same colour. At the end of the line, write the title of the data. Alternatively, use a legend.

Step 3 Repeat step 2 for each set of data. Use a different colour for each line.

Step 4 Give your completed graph a title.

For more information on this key skill, refer to page 26 of 'The geography toolkit'.

Practise the skill

1 **Construct** a multiple line graph showing the changes in life expectancy, total population and the percentage of the population aged over 60 in Japan between 1960 and 2020.

2 **Describe** the patterns shown in your completed graph.

3 **Describe** how these changes are reflected in the three population pyramids in Source 28.

4 **Construct** a multiple line graph showing the changes in birth and death rates between 1963 and 2018.

5 **Compare** your completed graph with the demographic transition model in Source 1 in topic 5.5 on page 176. In which stage of demographic transition is Japan currently?

Extend your understanding

1 Japan is not the only country with a declining and ageing population. **Research** population growth to make a list of 10 countries with less than 1 per cent population growth.

2 Select one of these countries (other than Japan). **Research** the structure of the population of this country. A useful starting point is the CIA World Factbook, available online.

3 **Compare** (explain the similarities and differences between) your chosen country with Japan in terms of:

a fertility

b population over 60 years of age

c the reasons for population change.

5 CHAPTER REVIEW

Review questions

5A How does the natural environment cause inequality?

1. Australia has one of the highest levels of human wellbeing. **Describe** the natural resources that have helped Australians to achieve this. (2 marks)
2. **Explain** how the location of a country can negatively impact levels of wellbeing for its citizens. (3 marks)
3. **Identify** three natural resources that can help a country to develop and maintain a high level of human wellbeing. **Rank** these resources from the most important to the least important, and **explain** why you chose this ranking. (5 marks)

(Total: 10 marks)

5B How do human activities cause inequality?

1. **Describe** one example of gender inequality. (2 marks)
2. **Explain** why a country's fertility rate impacts on its levels of wellbeing. (3 marks)
3. **Analyse** the impacts of conflict and war on levels of wellbeing. Use specific examples such as Yemen or Syria in your answer. (5 marks)

(Total: 10 marks)

Review activity

Use your analysis skills to examine Source 31 and answer the questions that follow. There is a world map located at the back of the book that you can use to help you identify individual countries in Source 31.

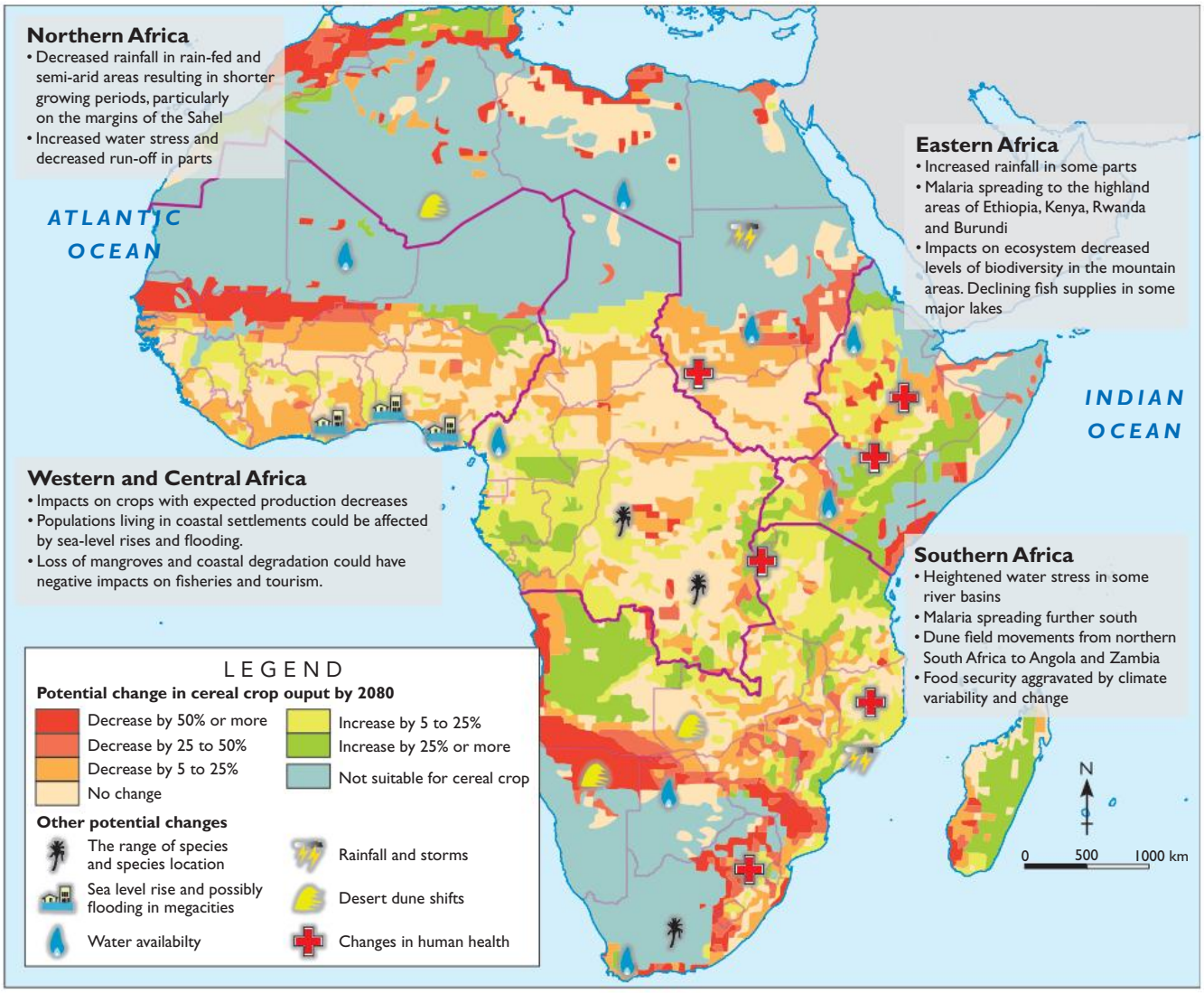
The influence of climate change

Many regions of the world have seen a dramatic improvement in human wellbeing over the past few decades. Infant survival, literacy rates and life expectancy have all increased. Climate change, however, threatens to stall and even reverse many of the gains made in these areas. Climate change is a change in global or regional climate patterns attributed largely to the increased levels of atmospheric carbon dioxide produced by the use of fossil fuels.

The main threats from climate change are the greater risks posed to people's health from rising temperatures and the expected fall in food production which may, in turn, lead to lower levels of food security.

1. **Identify** the type of scale used on the map in Source 31. (1 mark)
2. **Identify** the African countries most at risk from sea level rise. (3 marks)

AFRICA: CURRENT AND POSSIBLE FUTURE IMPACTS OF CLIMATE CHANGE



Source 31

Source: Oxford University Press

3 **Examine** the potential changes in cereal crop output.

a **Describe** the areas of Africa that are likely to see the greatest reduction in cereal crop output by 2080. (2 marks)

b **Describe** the areas that are likely to see an increase in cereal crop output by 2080. (2 marks)

c **Predict** how a change in cereal crop output will impact on food security and the distribution of population in Africa. (4 marks)

4 **Identify** the African country that you believe will have its wellbeing most negatively impacted by climate change by 2080. **Predict** and **describe** these impacts, using information from Source 31 to support your answer. (8 marks)

(Total: 20 marks)

Check your Student obook pro for these digital resources and more:

Student book questions
Chapter 5

Key skill worksheet
Communicating & reflecting: Chapter 5

Quizlet
Play a game of Quizlet on Inequalities in wellbeing.

Chapter review quiz
Chapter 5

CHAPTER 6

Improving wellbeing

All over the world, the wellbeing of millions of people is slowly improving. From local projects to global initiatives, inequalities between rich and poor in many areas are being addressed.

More than a billion people have moved above the poverty line in the past 25 years and the same number have gained access to safe drinking water. Millions of girls have attended school for the first time, millions more babies have survived beyond their first year of life, and the rates of infection for many deadly diseases have fallen. These improvements are due to the hard work of many different organisations and agencies – from small not-for-profit groups to huge multinational non-government organisations such as Médecins Sans Frontières.

Thanks to the financial support of government grants, contributions from the business community and donations from ordinary citizens, these organisations are able to continue their work – improving levels of human wellbeing for those who need it most.

Source 1 Five-year-old Souffrance receives medical aid at a measles clinic run by the international aid organisation Médecins Sans Frontières (Doctors Without Borders) near her home in the Democratic Republic of the Congo.

6A
Who is working to improve wellbeing?

6B
How is wellbeing improving?

6.1 Improving wellbeing

In this topic, you will:

» examine the United Nations Sustainable Development Goals and their relationship to human wellbeing.

Sustainable Development Goals (SDGs)
a set of 17 goals developed by the UN in 2015 that are designed to end poverty, protect the Earth from unsustainable development, and improve the wellbeing of all people by 2030

wellbeing
the ability of human beings to access the things they need in order to live happy and healthy lives (e.g. food, water, education, safety and security)

indicator
something that helps show the state of a thing; good indicators are measurable

At a meeting of the United Nations (UN) in 2015, representatives of all 193 member countries present agreed to a set of goals called the **Sustainable Development Goals (SDGs)** (2015–30). These followed on from the Millennium Development Goals (1990–2015), which helped to lift more than a billion people out of extreme poverty.

The Sustainable Development Goals (2015–2030)

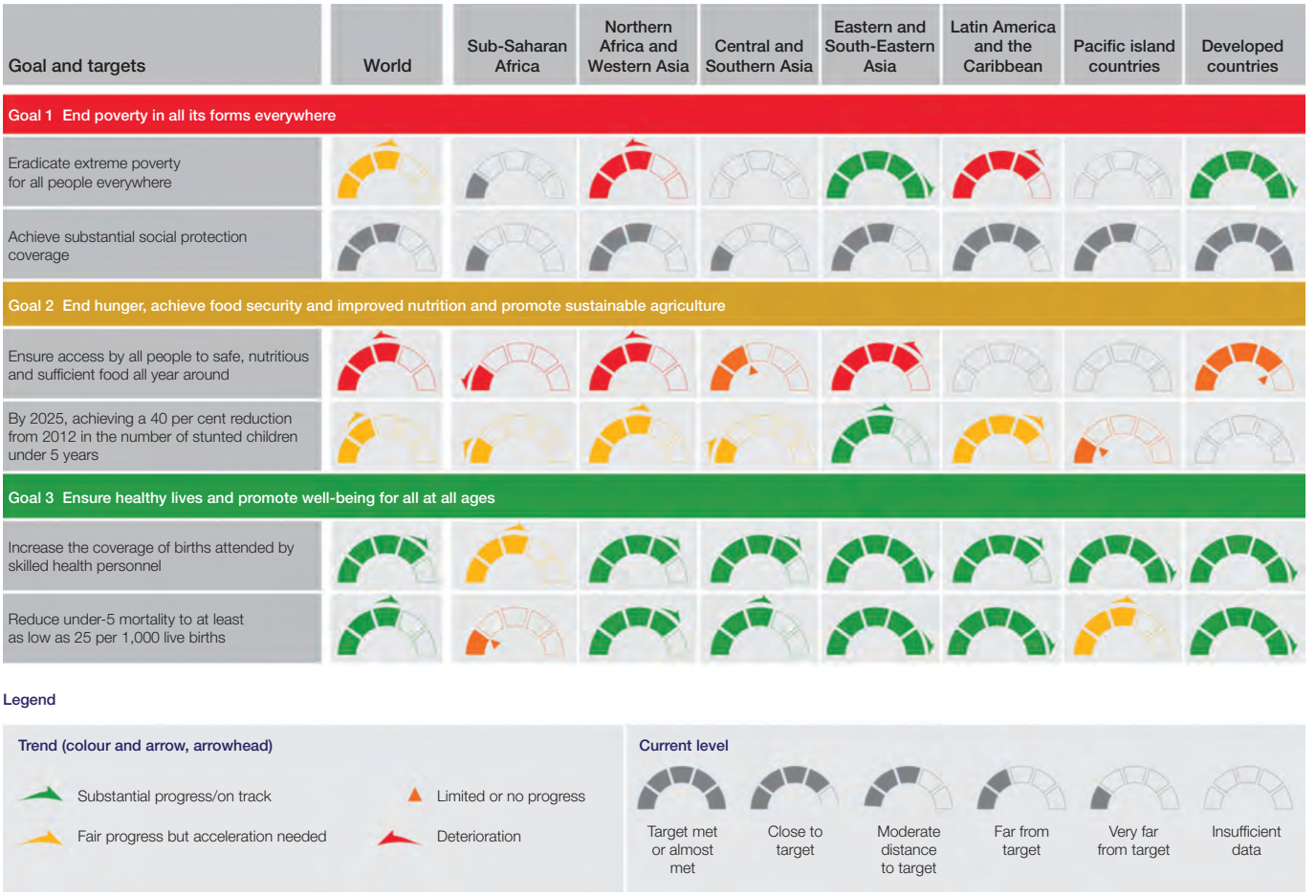
A total of 17 SDGs were created and agreed to by all. Of these, seven relate specifically to reducing inequalities in human **wellbeing**. Progress towards achieving the SDGs is continually tracked using **indicators** of wellbeing. Source 3 shows progress for the first three of these goals. Many countries, including Australia, use the SDGs and the progress reports as a framework for allocating funds to their overseas aid programs.

However, the statistics used to create the 2020 progress report in Source 3 were collected before the impacts of the COVID-19 pandemic were fully known. In his report of June 2020, the Secretary-General of the UN noted as follows:

Source 1

> [The pandemic is] expected to push tens of millions of persons back into extreme poverty and hunger. The poorest and the most vulnerable, including women, children, older persons, persons with disabilities, migrants and refugees and informal sector workers, are being affected disproportionately by the pandemic. Similarly, vulnerable countries, including least developed countries … stand to be hit the hardest in the long term.
>
> Extract from Antonio Guterres, UN Secretary-General, *Sustainable Development Goals Report 2020*

Source 2 UN volunteers distribute food parcels during a pandemic lockdown in Lagos, Nigeria. The COVID-19 pandemic is expected to reverse some of the progress made in working towards the SDGs. However, UN officials point out that the SDGs can serve as a framework for recovering from the social and economic impacts of the pandemic.



Source 3 A 2020 chart summarising the progress towards achieving the first three SDGs that relate specifically to reducing inequalities in human wellbeing; the UN provides comprehensive updates on its website.

6.1 CHECK YOUR LEARNING

Review and understand

1 In your own words, **define** 'wellbeing' as it relates to a group of people, rather than an individual.

2 **Describe** the aims behind the creation of the SDGs.

3 **Explain** what countries like Australia use these goals for.

Apply and analyse

4 **Examine** Source 3, which summarises the progress made towards the first three SDGs in 2020.

- a **Identify** the targets closest to being achieved.
- b **Identify** the targets furthest from being achieved.
- c **Explain** why you think this is the case.
- d **Compare** the progress of Central and Southern Asia with Sub-Saharan Africa.

Evaluate and create

5 Conduct further research to find out the impact of the COVID-19 pandemic on the SDGs. **To what extent** (how much) was the Secretary-General correct in the prediction he made in mid-2020? Write a paragraph explaining your answer.

6 **Research** one of the other SDGs that interests you; for example, gender equality or climate action. Identify the aim of the goal and how it is progressing in different regions of the world. A link to the goals is provided via your obook pro.

Weblink
UN Sustainable Development Goals

6.2 Organisations working to improve wellbeing

In this topic, you will:

» identify and describe the role of the UN in measuring and improving human wellbeing.

The UN plays a huge role in improving wellbeing across the globe with its SDGs. But the UN does not work alone. It works with individual governments and non-government organisations, each of which sets its own goals and develops its own programs.

The role of the UN

The UN was founded at the end of World War II in 1945, to increase political and economic cooperation among its member countries, to promote peace and to prevent the future outbreak of armed conflicts around the world. Since that time, it has grown into a vast organisation with multiple agencies working towards the key goals: 'maintaining international peace and security, developing friendly relations among nations and promoting social progress, better living standards and human rights.'

The UN has 193 member countries. These countries provide the funding to operate the UN's agencies and programs. Four key areas for the UN are peace and security, development, human rights and humanitarian aid.

developing country
a non-industrialised (i.e. largely agricultural) country with a relatively fragile economy and a low standard of living that is not always able to support the needs of its citizens

Peace and security

The UN has continued with its initial aim of promoting peace and security among the nations of the world. It provides assistance in areas such as disarmament, mine clearance, counter-terrorism and peacekeeping forces, as well as encouraging nations and communities in conflict to work towards a peaceful resolution.

Source 4
UN peacekeepers pass groups of people fleeing conflict in the Democratic Republic of the Congo.

Development

UN programs throughout the **developing countries** of the world are aimed at reducing poverty and improving the wellbeing of billions of people. In terms of promoting economic development, the UN works with countries to promote trade between them and to build stable governments.

Human rights

The UN seeks to uphold the values of the Universal Declaration of Human Rights throughout the world (see page 191). Since the creation of the Universal Declaration of Human Rights in 1948, the UN has adopted several further declarations. These include conventions aimed at ending discrimination against women (in 1979) and further protecting the rights of children (in 1989). In 2006, the rights of indigenous peoples were described in a further declaration. This aims to support indigenous groups to protect and strengthen their cultural identity.

The UN works towards ending violence against children, human trafficking and the use of sexual violence as a weapon of war. It also promotes the freedom of indigenous peoples to determine their own futures. The UN believes that every child has the right to an education.

Humanitarian aid

In those regions where **food security** is an issue, the UN works to improve farm productivity and provide food in times of famine through the World Food Programme (WFP). The WFP was awarded the Nobel Peace Prize in 2020. As well as providing food assistance, the UN also provides refuge for millions of people fleeing conflict in refugee camps and aid to those suffering from the impacts of natural and human disasters.

food security
a term used to describe a condition in which all people at all times have access to enough safe nutritious food to sustain a healthy life

Source 5 The WFP provides aid to 100 million people per year in almost 90 countries, including Syria

6.2 CHECK YOUR LEARNING

Review and understand

1. **Describe** the initial aim of the UN.
2. **Identify** the types of discrimination the UN is now dedicated to eliminating.

Apply and analyse

3. **Summarise** how the UN is working to improve wellbeing.
4. **Explain** how peace and security can help improve wellbeing.

Evaluate and create

5. **Research** the WFP and respond to the following questions:
   - **a** Which areas are currently receiving assistance from the WFP?
   - **b** Which countries received emergency support in the past year? What was the cause of the emergency?
   - **c** Which are the top 5 donor countries that support the WFP?
6. Using Source 4 as a starting point, **research** the UN peacekeepers in the Democratic Republic of the Congo. Write a short news article about their role and **evaluate** the impact of their operation.

Source 6 The UN works to provide free universal education, particularly among groups who have found this difficult to access. This includes the young girls of Pakistan.

6.3 Australia and foreign aid

In this topic, you will:

» investigate the objectives and outcomes of foreign aid programs.

Quiz me!
A quick quiz on Australia and foreign aid

In its 2020–21 budget, the Australian Government provided about $4 billion in overseas aid. Most of Australia's aid is spent on countries in the Asia–Pacific Region, particularly Indonesia, Papua New Guinea and the small island nations in the Pacific.

Aid is given to poorer countries to improve the lives of those living in poverty and to make the countries in the Asia–Pacific region more stable. Not only does this aid help improve wellbeing, it also supports Australia's economic and security interests by helping to build stronger, healthier countries in our region.

In addition, Australia gives aid to countries outside the Asia–Pacific Region when there is a humanitarian disaster, such as famine or war. Source 7 shows the top 20 recipients of aid from Australia in 2020–21, along with their **Human Development Index (HDI)** ranking.

Source 8 A mother brings her child for a vaccination at an Australian-funded clinic in Nepal.

Human Development Index (HDI)
a tool developed by the UN to grade and rank the social and economic development of the world's countries in order from most to least developed; used as a measure of human wellbeing

Source 7 Where Australia gives aid: Top 20 country recipients, 2020–21

Country	Australian overseas development assistance (ODA): AU$ (million)	HDI ranking (2020)
Papua New Guinea	491.1	155
Indonesia	255.7	107
Solomon Islands	122.3	151
Timor-Leste (East Timor)	73.0	141
Philippines	63.4	107
Vietnam	57.2	117
Afghanistan	52.5	169
Vanuatu	46.0	140
Cambodia	43.4	144
Myanmar	42.1	147
Fiji	40.0	93
Bangladesh	30.8	133
Samoa	27.0	111
Nauru	25.5	NA
Kiribati	24.2	134
Laos	20.6	137
Tonga	20.1	104
Nepal	9.1	142
Tuvalu	8.4	NA
Mongolia	5.6	99

What does foreign aid do?

Australia delivers aid to these countries in a number of ways:

- Money is given to aid organisations such as World Vision that do work at the community level.
- Emergency aid, such as that provided during the COVID-19 pandemic, is often provided in the form of food supplies, fresh water and medical teams.
- The Australian Government works with other governments to assist in the delivery of important services, such as policing and hospitals.

The sorts of aid programs that receive funding from the Australian Government are wide-ranging, and include:

- programs that directly improve the health of communities and save lives – these include safe water and sanitation (where it is not available), maternal and child health services and disease prevention (see Source 8)
- programs that address inequalities by increasing access to education, helping people with disabilities and empowering women
- programs that support sustainable economic development, improve food security and employment, and reduce the negative impacts of environmental change
- programs that help other governments to improve their systems relating to security, justice and human rights
- humanitarian aid and disaster response programs for communities impacted by crisis situations and natural disasters (see Source 9).

Source 9 Australia sent COVID-19 vaccine doses to Papua New Guinea, as well as specialist medical teams.

6.3 CHECK YOUR LEARNING

Review and understand

1 **Explain** why Australia provides aid to overseas communities and countries.

2 **Identify** three concerns that are addressed by aid programs.

Apply and analyse

3 Why do you think the Australian Government does not simply send aid money to the leaders of each country? **Explain** your answer.

4 Select one of the photographs in this topic showing Australian aid at work. Imagine that you are one of the people receiving assistance. **Suggest** three ways in which the aid you receive has improved your wellbeing.

Evaluate and create

5 Use the data in Source 7 to complete the following tasks:

a **Construct** a scatterplot (see page 138).

b Use your completed scatterplot to **evaluate** the theory that Australia gives the most aid to the poorest countries.

c **Construct** a choropleth map of the top 20 recipients of Australian aid.

d Use your completed map to **evaluate** the theory that Australia gives more aid to countries in the region than to countries furthest away.

* **I used to think, now I think**

Reflect on your learning about how Australia distributes foreign aid and complete the following sentences.

- I used to think ...
- Now I think ...

What has changed in your understanding?

6.4 The role of non-government organisations

In this topic, you will:

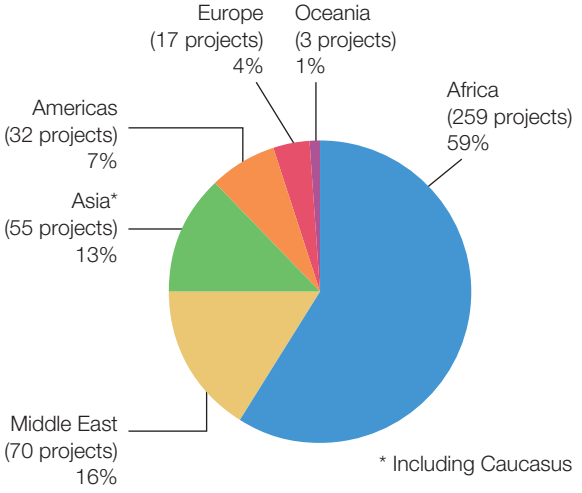
» explain and evaluate the role of NGOs in improving wellbeing.

While governments are important sources of aid that help to improve wellbeing, there are also hundreds of **non-government organisations (NGOs)** with a similar aim. NGOs range from vast international groups such as World Vision and the Red Cross to very small organisations with only a few members working to make a difference in a single community. What NGOs do have in common, however, is that they are non-profit organisations, meaning all their money goes to support their work, and they depend on donations from governments or private individuals and companies to fund what they do.

In this topic, we will look at two organisations:

- Médecins Sans Frontières – an organisation that responds to emergency situations with medical assistance
- BRAC – an organisation that works to reduce the causes of inequalities in wellbeing around the world.

non-government organisation (NGO) any not-for-profit organisation independent of the government that is organised and administered on a local, national or international level; NGOs often rely on the support of donors and volunteers



Source 10 The programs of MSF in 2019, by location

Médecins Sans Frontières

Médecins Sans Frontières (MSF), also known as Doctors Without Borders, was founded by 13 French doctors in 1971 to deliver 'emergency aid to people affected by armed conflict, epidemics, exclusion from health care and natural disasters'. It is currently active in more than 70 countries, many of them with unstable governments. Source 10 shows the locations of its programs.

MSF believes strongly in drawing attention to human rights violations and the lack of adequate responses to emergencies by governments in the areas in which it works. This does not always make it popular, and means that virtually all of its funding must come from individual donations rather than from governments.

Source 11 MSF volunteers often work in dangerous conditions.

Source 12 Top 10 countries with the largest MSF programs, 2019

	Country	Type of emergency
1	Democratic Republic of the Congo	Post-conflict; ongoing epidemics of measles, tuberculosis, Ebola and COVID-19
2	South Sudan	Post-conflict; flooding; refugee crisis; malaria
3	Yemen	Ongoing conflict
4	Central African Republic	Ongoing conflict; HIV/AIDS
5	Nigeria	Violence and displacement; epidemics
6	Iraq	Post-conflict; emergency health; upgrading hospitals
7	Syria	Ongoing conflict
8	Afghanistan	Post-conflict; emergency health; upgrading hospitals
9	Lebanon	Civil unrest, breakdown of health system; refugee crisis from Syria
10	Bangladesh	Refugee crisis from Myanmar

BRAC

BRAC (formerly the Bangladesh Rural Advancement Committee) was founded in 1972 to alleviate poverty by providing micro-credit to people living in poverty in Bangladesh. Micro-credit refers to small loans – which can be as little as $20 – that allow individuals to finance projects such as machinery repair, hiring a new labourer, or purchasing a sewing machine or shoe-repair kit so that they can start their own small businesses.

From these small beginnings, BRAC is now the world's largest NGO. It has over 100 000 employees and helps to improve the wellbeing of around 126 million people – mainly in Bangladesh, but also in 10 other countries in Asia and Africa. In addition to offering micro-credit, BRAC now provides education to millions of children, public health programs aimed at reducing child mortality, services for the disabled, disaster relief and internet connections to thousands of rural communities.

Source 13 This BRAC volunteer is training local women to act as nurses and health advocates for their villages.

6.4 CHECK YOUR LEARNING

Review and understand

1 **Describe** the aims of MSF.

2 **Define** the term 'micro-credit'. How does micro-credit assist people living in poverty?

Apply and analyse

3 **Examine** Source 12.

- a **Explain** how MSF could help address some of the wellbeing issues across these countries.
- b Visit the 'Resource Centre' on the MSF website (there is a link on your obook pro) and find the most recent 'International Activity Report'. Use this report to **identify** the type of assistance given by MSF to each country.
- c In small groups, **discuss** how the types of assistance MSF provides could improve the wellbeing of people in different countries.

Evaluate and create

4 Visit the BRAC website (there is a link on your obook pro). Use the 'Where we work' tab to explore the countries in which BRAC is active and the types of assistance it provides in each country. **Create** a table to summarise your findings.

Weblink
MSF

Weblink
BRAC

6A RICH TASK

Quizlet
Revise the key terms you have learnt so far.

Charity

Many NGOs, including those you have learnt about in this chapter, are funded by donations from individuals and private companies. Donations vary from place to place, depending on a wide range of variables including income.

Of course, giving money to help other people is only one type of charity. Many people give their time as volunteers. This can be of great assistance to others and can help to increase their level of wellbeing. Most of the doctors who work with MSF, for example, donate their time to work in areas where they are needed.

Source 15 shows the percentage of the population who donate money to charity in 20 selected countries.

Source 14 Providing vaccines and other medicines is a way that many NGOs help countries in need.

KEY SKILL
Collecting & representing data

Creating proportional circles maps

A proportional circles map is able to show the differences in the size or extent of various factors within a country or region graphically. This allows the data to be represented visually and understood quickly. A proportional circles map is commonly used to represent figures, such as imports, exports or population.

To draw a proportional circles map, use the following steps (you will need a ruler and a compass):

Step 1 On an outline map of the world, locate each of the places you wish to include in your proportional scale and mark them with a small dot.

Step 2 Choose an appropriate scale range for your map. If you were looking at population figures of big cities, for example, you might choose a scale that goes up by 500 000 people each time. Keep your data within a scale of five different values, so that you end up with a maximum of five different-sized circles.

Step 3 Construct a scale on a horizontal line that is relatively short (about 5 centimetres), or the circles will become too big. Do this by dividing the scale into even values, starting at 0 and placing line markers every 2.5 or 5 millimetres. For example, at 2.5 millimetres, mark 500 000; at 5 millimetres, mark 1 000 000, and so on.

Step 4 Place the point of your compass on the horizontal line at 0 and the pencil of your compass on the horizontal line at the first marker point on your scale. Use the compass to draw a circle. This will be the radius size of the proportional circle for your first value.

Step 5 Create a legend for your map and draw a circle for your first value, following step 4. Enter the value next to the circle.

Step 6 Repeat steps 4 and 5 until you have circles for all the values entered into your legend.

Step 7 Now map your data. Set the compass to the radius size that matches the appropriate value. Draw the proportional circle on the map at the spot you marked in step 1.

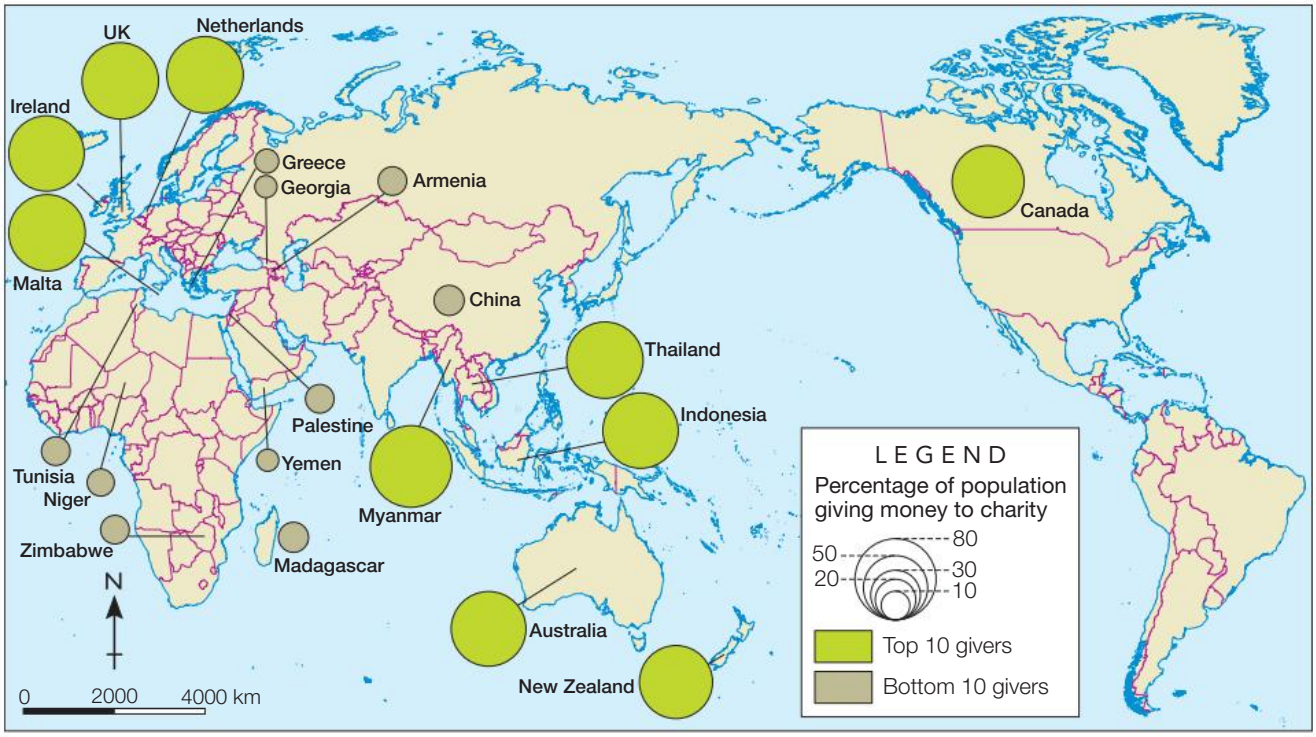
Step 8 Repeat these steps for the remaining dots on your map. As you draw your map, you may find that some circles overlap. Label each circle with the name of the city.

Step 9 Complete your map with BOLTSS.

For more information on this key skill, refer to page 26 of 'The geography toolkit'.

Source 15 One of the world's largest charity organisations was started by Microsoft founder Bill Gates, who is among the world's wealthiest men. The Bill & Melinda Gates Foundation has donated more than US$54 billion to improve the wellbeing of people around the world. In this photograph, Gates is giving a vaccine to a child in Africa.

WORLD CHARITABLE GIVING INDEX



Source 16 Source: Oxford University Press

Practise the skill

1 **Construct** a proportional circles map using the data provided in Source 7 on page 204, relating to the amount of aid given to countries by the Australian Government in 2020–21.

Extend your understanding

1 **Examine** Source 16.

a List the 10 countries on this map with the largest percentage of population who give money to charity.

b **Compare** this map to Source 12 in Chapter 4 on page 140. **Describe** any links that you can find between charitable giving and GDP.

c In a recent study of charitable behaviours, Australia ranked eighth for donating money, twelfth for volunteering and eleventh for helping a stranger. Do you find these rankings surprising? **Justify** your answer.

3 **Research** the Bill & Melinda Gates Foundation. Select one of the areas where this aid organisation helps and describe what the foundation does in this area.

6.5 Improving wellbeing in Australia

In this topic, you will:

» investigate ways of reducing inequalities in wellbeing in Australia.

Australia has one of the highest levels of wellbeing in the world. In the 2020 UN *Human Development Report*, Australia was ranked as having the eighth highest HDI rating in the world. Australians can expect to go to school for longer and to live longer, healthier lives than virtually any other nationality.

However, while data such as this is welcome news regarding our position in the world, it can hide the inequalities that exist within our nation. There are significant variations in wellbeing, for example, between rural and urban Australians, and between Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians. A number of government groups and NGOs are working to reduce these variations.

Inequalities in health

Studies show that there are significant differences in the health of different groups of Australians. People from poorer households are less likely to be physically active, to visit a dentist or medical specialist, or to have a medical test such as a skin cancer check or mammogram to detect breast cancer. They are more likely to smoke and to be obese or overweight. As well as inequalities due to income, studies have also found health inequalities relating to location, ethnicity and age. Source 1 shows some of the health inequalities that exist between Australia's states and territories.

Source 1 Health inequalities between states and territories in Australia (2020)

Health indicators	ACT	NSW	NT	Qld	SA	Tas	Vic	WA	National
Adults who were daily smokers (%)	10.6	13.9	19.6	14.9	12.9	16.4	13.5	11.8	13.8
Patients in emergency care seen on time (%)	48	81	100	76	65	65	70	66	74
Life expectancy (years)	83.2	82.7	77.8	82.4	82.5	81.2	83.5	82.8	82.8
Infant mortality rate (per 1000 births)	3.7	2.7	8.6	3.5	3.2	3.4	3.3	2.6	3.1
Rate of melanoma (per 100 000)	44.4	53.6	NA*	74.6	38.6	51.6	41.1	57.4	53.5

*Northern Territory data was not available for inclusion

Source: Australian Institute of Health and Welfare

Inequalities in education

There are similar trends in education to those exhibited in health areas. Children from poorer households are less likely to attend early childhood education and less likely to go to university than children from wealthier households. They also have less access to information technology such as broadband internet, particularly in rural and remote regions. Students in rural areas generally have a more restricted choice of subjects to study and are less likely to finish high school.

The rural–urban divide

In many areas of wellbeing in Australia there is a rural–urban divide. There are fewer education and employment opportunities in rural areas, and less access to health services and medical care. People in rural areas are more likely to suffer from chronic health conditions, such as diabetes and heart disease, and to die earlier than those living in towns and cities. They are also at a higher risk of injury from work and car accidents.

Think, pair, share

- Think about what could be done to improve access to medical care in rural areas.
- Discuss your ideas with a partner.
- Share your ideas with a friend.

Reducing inequality

Governments have tried to reduce these inequalities in wellbeing in Australia in two main ways:

- targeted programs that focus on a particular problem or issue; for example, campaigns to reduce smoking or to encourage people to have health checks
- general programs to maintain and lift the wellbeing of the entire community; the National Disability Insurance Scheme and Medicare, which ensure people can access care regardless of their financial situation, are examples of these.

CASE STUDY

Royal Flying Doctor Service

There are many professionals working to improve wellbeing across Australia. One of these groups is the Royal Flying Doctor Service (RFDS). Founded over 90 years ago, it provides emergency and ongoing medical care to patients living in rural and remote areas of Australia. In an average year, the RFDS will see over 370 000 patients, hold 21 000 health clinics and fly over 27 million kilometres. This makes it one of the largest aeroplane-based medical services in the world.

Source 2 The RFDS is the 'GP' for hundreds of communities across rural Australia.

Weblink
Royal Flying Doctor Service

6.5 CHECK YOUR LEARNING

Review and understand

1 **Identify** the health indicators showing that people in rural areas have lower levels of wellbeing than people in urban areas.

2 **Explain** how the RFDS helps to reduce these inequalities.

Apply and analyse

3 Examine Source 1. **Compare** the health statistics for your home state or territory with one other state or territory.

Evaluate and create

4 Access the live RFDS flight map using the weblink on your obook pro.

a **Identify** how many RFDS planes are currently in the air.

b **Describe** the flight path of each current flight.

5 **Calculate** a wellbeing index for health indicators in Australian states and territories using the data in Source 1. See Rich task 5A on page 174 for a guide to calculating this index.

6 One of the difficulties for governments in reducing inequalities in wellbeing is being able to evaluate the effectiveness of individual programs. In groups, **discuss** how the effectiveness of the RFDS could be evaluated and share your ideas with the class.

6.6 Improving wellbeing of Aboriginal peoples

In this topic, you will:

» identify ways to improve the wellbeing of remote Aboriginal communities in Australia.

As you have learnt, studies show that the wellbeing of Aboriginal and Torres Strait Islander peoples is well below that of other Australians. A UN official described the standard of health in Aboriginal communities in Australia as being worse than in developing countries in some respects. A range of government groups and NGOs are working to close the gap between Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians in a range of important areas.

Improvements in health

Source 3 Regular health checks for Aboriginal and Torres Strait Islander peoples are a vital component of closing the gap.

Chronic diseases such as heart attacks and diabetes are responsible for about 70 per cent of the health gap between Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians. The federal government, in partnership with local health services, is working to:

- encourage Aboriginal and Torres Strait Islander people to have regular health checks
- train health workers in the techniques of managing chronic diseases such as diabetes and arthritis; this includes giving advice on such things as the health benefits of increased physical activity and stopping smoking
- reduce the cost of medicines and treatments through the Closing the Gap Pharmaceutical Benefits Scheme program
- increase the number of Aboriginal and Torres Strait Islander people working in the health sector
- build more hospitals and health centres in Aboriginal communities
- improve the quality and range of foods available in the shops in Aboriginal communities
- provide mobile health facilities that visit remote communities and target dental, eye and ear problems
- change the type of fuel sold in many remote petrol stations to make it unsuitable for sniffing, in order to reduce the rates of this type of substance abuse
- improve the mental health of Aboriginal and Torres Strait Islander peoples; one initiative, called Link-Up, helps Aboriginal people trace and contact family members who were part of the **Stolen Generations**
- increase participation of Aboriginal children in sport and recreation
- strengthen cultural ties within communities through the support of language and the arts
- upgrade and maintain airstrips in remote communities for the RFDS to provide better access to emergency health care.

Stolen Generations the children of Aboriginal and Torres Strait Islander descent who were forcibly removed from their families by government officials and church missions in Australia and raised by white Australians; this practice was part of official government policy from about 1909 to 1969

The responses outlined here are targeted at improving the health of Aboriginal and Torres Strait Islander peoples. There are also responses aimed at the other six key areas that are seen as vital to closing the gap between Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians: early childhood, schooling, healthy homes, economic participation, safe communities and leadership.

CASE STUDY

Cathy Freeman Foundation

Responses to wellbeing issues often involve a partnership between governments and NGOs. One such response is the work being done by the Cathy Freeman Foundation to improve the wellbeing of children from four remote Aboriginal communities: Palm Island and Woorabinda in Queensland, and Galiwin'ku and Wurrumiyanga in the Northern Territory.

Olympic champion Freeman, a Kuku Yalanji woman, established the foundation in 2007 to help address some of the key problems facing the Aboriginal community on Palm Island (where her mother was born). These problems include high unemployment, low literacy and life expectancy rates, and very high rates of ear disease and hearing loss. As nearly two-thirds of the population is under the age of 20, the foundation focuses on education, particularly reducing the truancy rate which can be as high as 55 per cent.

Key components of the foundation's strategy are public recognition of children who attend school and achieve good outcomes, sport and recreation programs that encourage children to attend school, increased numbers of teachers' aides, school camps to the mainland for those children who attend school regularly, and scholarships to students to attend private schools in mainland Queensland. The foundation has had great success in reducing truancy, improving literacy levels and improving the future employment prospects of hundreds of children.

Source 4 Cathy Freeman with school students on Palm Island

6.6 CHECK YOUR LEARNING

Review and understand

1 **Describe** the strategy that the Cathy Freeman Foundation is using to improve the wellbeing of Palm Islanders.

Apply and analyse

2 What did a UN official have to say about Aboriginal health in Australia? **Explain** why you think he made this comment.

3 The federal government, in partnership with local health services, has a number of strategies to improve the health of Aboriginal and Torres Strait Islander peoples. Select one of the strategies.
   - a **Summarise** the aims of the strategy
   - b How do you think the effectiveness of the strategy could be measured?

4 Find the location of Palm Island on a map. **Explain** how the location of this community may help explain the high rates of unemployment.

Evaluate and create

5 Cathy Freeman is not the only well-known person to become involved in projects aimed at improving wellbeing. Angelina Jolie, Miley Cyrus, Emma Watson and Matthew McConaughey are other well-known examples. **Discuss** why you think celebrities often become involved in this type of work.

6 Visit the Cathy Freeman Foundation website. **Create** a report on one of the three programs that are helping to improve wellbeing.

Weblink
The Cathy Freeman Foundation

6.7 Improving wellbeing in India

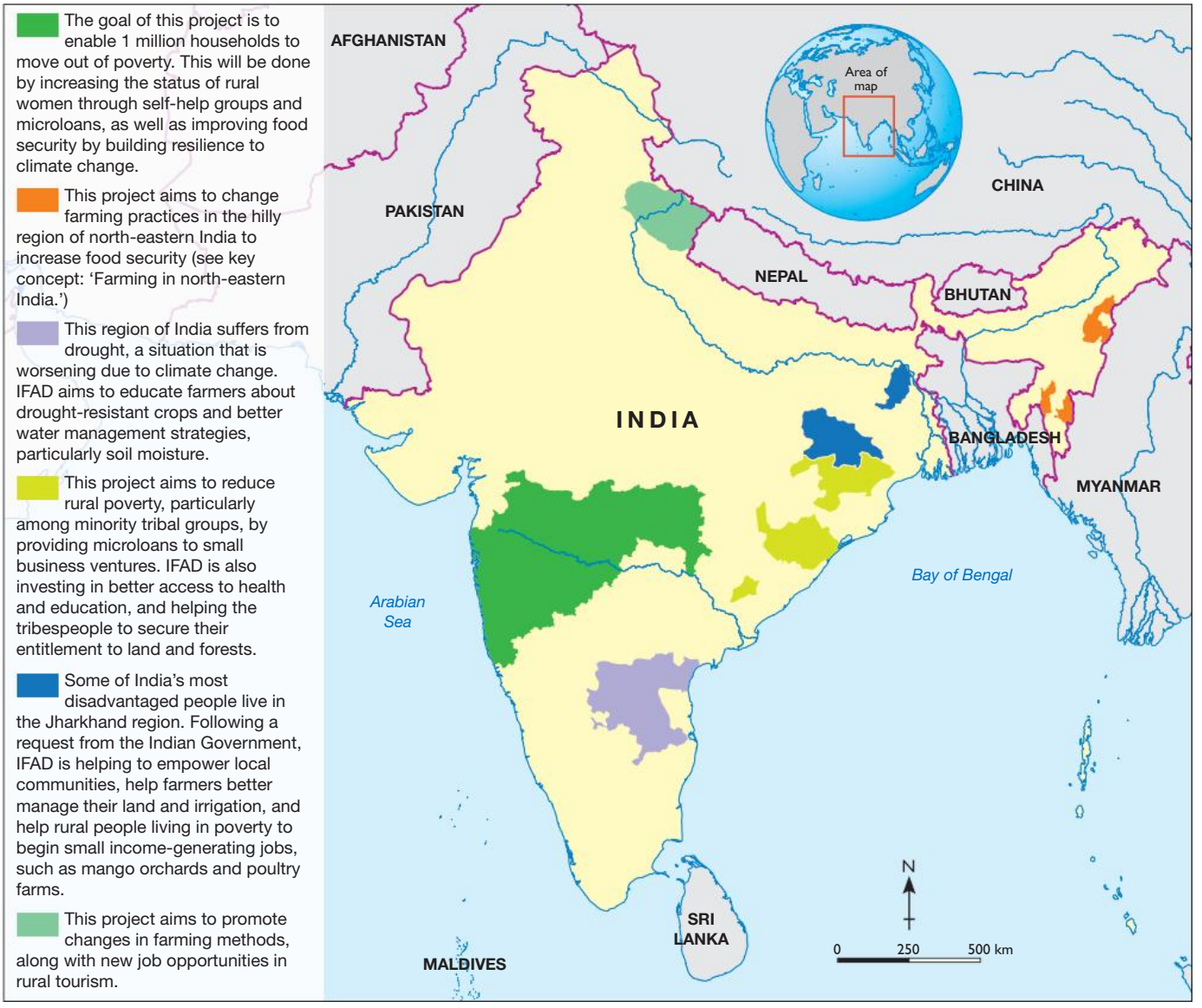
In this topic, you will:

- » explain the purpose of the International Fund for Agricultural Development (IFAD)
- » describe the spatial distribution of IFAD projects in India.

The International Fund for Agricultural Development (IFAD) is an agency of the UN. It was created in the mid-1970s in response to a number of famines across Africa. The goal of the agency is 'to empower poor rural women and men in developing countries to achieve higher incomes and improved food security'. IFAD is active in poor rural communities throughout the world, particularly in the Asia–Pacific, Africa, Latin America and Caribbean regions.

IFAD's work in India is focused on groups identified as being the most disadvantaged among the nation's rural poor – women, tribal groups, small farmers, landless people and unemployed youth. There are currently several IFAD-sponsored projects in operation across India, directly benefiting more than 6 million households (see Source 5).

INDIA: LOCATIONS OF IFAD'S PROJECTS



Source 5 Source: IFAD

Farming in north-eastern India

Food insecurity in the hilly regions of north-eastern India has increased in the past few decades as the result of a growing population combined with unsustainable farming practices. Traditionally, farmers in this region used slash-and-burn farming techniques – where a patch of forest was cut down and burned, and the land was used until the soil became infertile. The farmer would then move to a fresh patch of forest. But as the population increased, this sort of farming resulted in huge losses of forest, soil erosion and a fall in food production. Widespread food and water insecurity followed.

IFAD encouraged farmers to terrace their hillsides and protect their forests (see Source 6). This is a much more sustainable approach to farming. Soil erosion and forest clearing both fell dramatically, resulting in a wide range of improved wellbeing outcomes for hundreds of thousands of people. The changes achieved better food security from crops, increased fish populations in the streams and rivers of the forests, and more varied diets for the farmers. As the terraced farms require less labour to maintain, a wider range of jobs have been developed, incomes have increased, children are more likely to attend school and infant mortality rates have fallen.

Source 6 Rice terraces in Nagaland, north-eastern India

KEY CONCEPT
Sustainability

Quiz me!
A quick quiz on improving wellbeing in India

Source 7 IFAD works to improve the lives of people in poor rural areas such as this woman in India.

6.7 CHECK YOUR LEARNING

Review and understand

1. State what IFAD stands for and **describe** the aims of the organisation.
2. **Identify** the groups of people who are most disadvantaged in India.

Apply and analyse

3. **Summarise** the ways in which IFAD aims to reduce rural poverty by increasing food security.
4. **Explain** how the agricultural technique of terracing can help improve human wellbeing.
5. Using the PQE method, **describe** the distribution of IFAD projects in India.

Evaluate and create

6. **Construct** an overlay map of India to explore the relationship between levels of wellbeing there and the location of IFAD projects. Conduct some research to find a map showing the HDI ratings, across India and use the data from Source 2 on page 150 as the overlay. When you have completed your overlay map, describe the relationship between HDI and IFAD projects.

6B RICH TASK

Quizlet
Revise the key terms you have learnt so far.

No place to call home: the wellbeing of stateless people

There are millions of people in the world who are stateless. This means that no country recognises them as citizens. These people usually live on the margins of society with very low levels of wellbeing. They are denied a legal identity and struggle to obtain official documents, such as a birth certificate, passport, marriage licence or driver's licence. As a result, they often cannot apply for jobs, attend schools or visit a doctor.

Over one-third of the world's stateless people are children. The UN estimates that there are at least 3.9 million stateless people, but concedes that the figure may be as high as 10 million.

People become stateless for a number of reasons, including ethnic and religious discrimination or when their home country ceases to exist. Examples include:

- 900 000 Rohingya people who have fled Myanmar to escape ethnic violence
- 692 000 people who live in the Cote d'Ivoire, but are not recognised as citizens because they are the descendants of migrants
- 479 000 people in Thailand who are victims of ethnic discrimination
- thousands of ethnic Russians – when the Soviet Union broke up in the 1990s, they became stranded in new countries, unable to gain citizenship; there are 225 000 in Latvia and 78 000 in Estonia
- the Kurdish people of northern Syria, who are not recognised as citizens; there are at least 160 000, but hundreds of thousands of others have fled the country because of the ongoing civil war
- 134 000 in the Dominican Republic
- 47 500 in Iraq
- 300 000 Bihari people in Bangladesh, who have been denied citizenship since Bangladesh's independence in 1971.

Source 8 The Rohingya refugees in Bangladesh, who have fled ethnic violence in Myanmar, are not recognised as citizens in either country.

KEY SKILL
Collecting & representing data

Constructing an infographic

An infographic is a method of presenting complex information using graphics so that it can be interpreted quickly and easily by an audience.

To construct an infographic, follow these steps:

Step 1 Decide on the issue that you are presenting in your infographic and the point you wish to make about it.

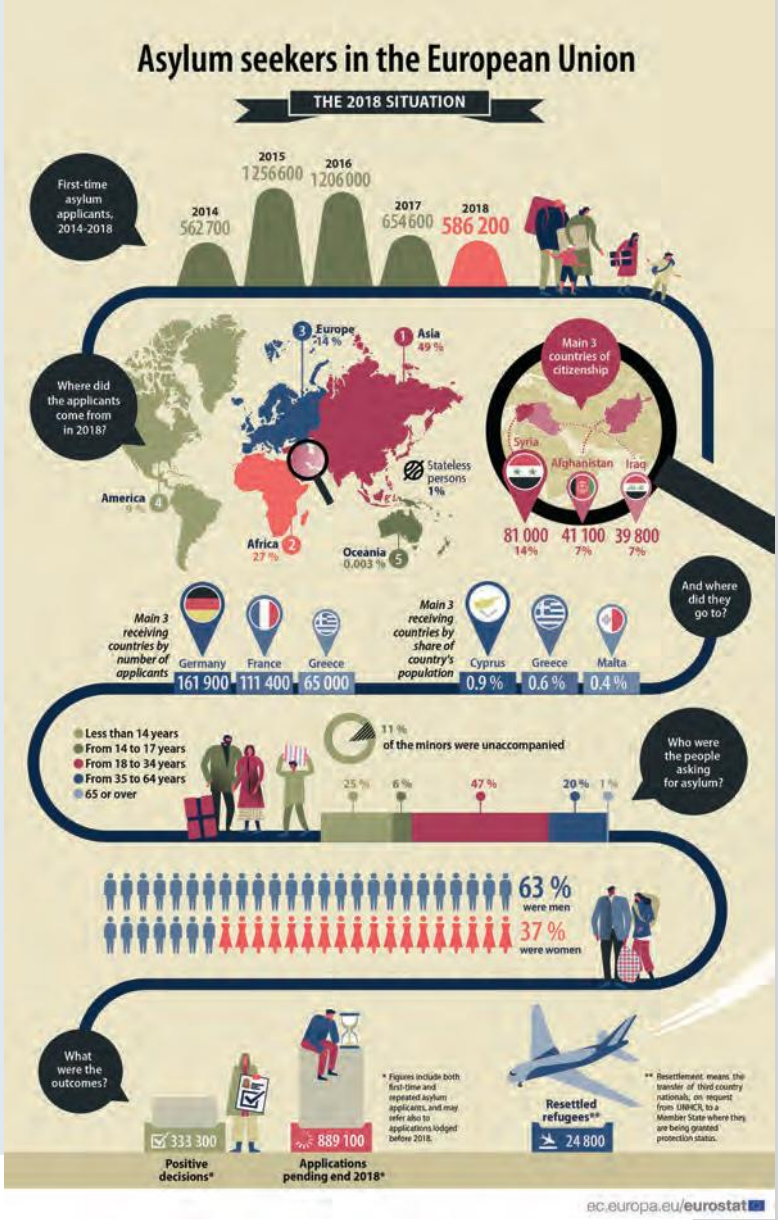
Step 2 Research the issue you are presenting. As with all information, check that it is reliable. If you are using the internet, for example, information from governments (.gov), educational institutions (.edu) and organisations (.org) tends to be more reliable than information from commercial sites (.com).

Step 3 Think carefully about how your information can be presented as images rather than as numbers or data. Simple pictures work best.

Step 4 Think carefully about how you are going to set the information out on the page. Some infographics use the idea of a journey to present their information and join together key pieces of information with roads, railway tracks or arrows.

Step 5 Put all of this together neatly. You may like to use an online program such as infogr.am or easel.ly to create your infographic.

For more information on this key skill, refer to page 26 of 'The geography toolkit'.



Source 9 An infographic prepared by the European Commission to highlight the number of refugees and asylum seekers in Europe.

Practise the skill

1 **Construct** an infographic on stateless people in the world. You can do your own research, or simply use the facts and figures provided in this rich task.

2 When completed, **examine** your classmates' infographics. Which techniques used by others did you find best presented the data in a visual way?

Extend your understanding

1 **Research** one of the groups of stateless people listed. Find out how they became stateless and the impact this has had on their wellbeing. Present this information using infographic techniques.

2 The United Nations High Commissioner for Refugees (UNHCR) is working to end statelessness by 2024. **Research** the UNHCR campaign online to find out how it is hoping to achieve this goal and its progress towards doing so. A weblink has been provided on your obook pro to help get you started.

Weblink
UNHCR on ending statelessness

6 CHAPTER REVIEW

Review questions

6A Who is working to improve wellbeing?

1 **Identify** two of the Sustainable Development Goals. (2 marks)

2 **Explain** how Médecins Sans Frontières works to improve wellbeing in countries hit by natural or human disasters. (3 marks)

3 **Analyse** Australia's overseas aid program. In your answer, include details about the type of aid programs supported by the Australian Government, the locations of these programs, and the support they provide. (5 marks)

(Total: 10 marks)

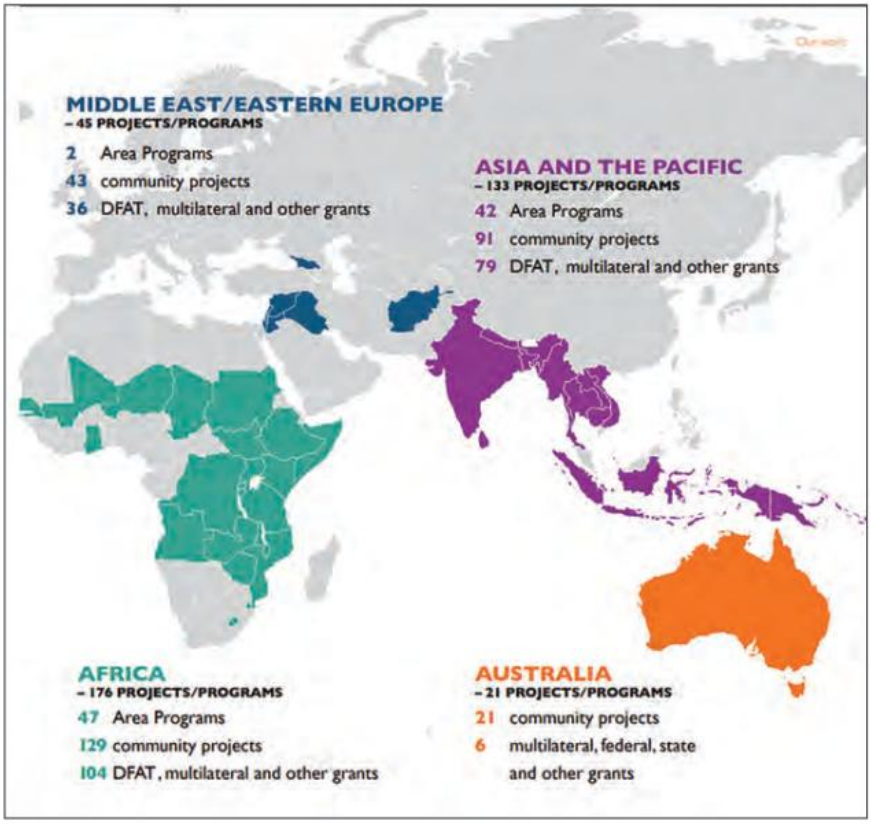
6B How is wellbeing improving?

1 **Explain** how Cathy Freeman is helping improve wellbeing in Aboriginal communities. (3 marks)

2 **Compare** the Royal Flying Doctor Service with Médecins Sans Frontières. (4 marks)

3 **Explain** how the International Fund for Agricultural Development (IFAD) is improving wellbeing by focusing on food security in India. Use an example of a specific IFAD program in your answer. (3 marks)

(Total: 10 marks)



Note: 'DFAT' stands for Department of Foreign Affairs and Trade.

Source 10 Focus areas of World Vision Australia's programs in 2020

Review activity

Read the information, examine Sources 10 and 11, and answer the questions that follow

World Vision Australia

World Vision Australia is one of the largest charity organisations in Australia working to improve wellbeing. World Vision Australia's mission is to 'be a Christian organisation that engages people to eliminate poverty and its causes'. It is funded mainly by donations from individual Australians (see Source 11).

World Vision Australia's programs to improve wellbeing can be classified into four key focus areas:

- community development and alleviating poverty – this is done through improving access to clean water, improving health and education access, protecting children, and improving food security and employment opportunities
- humanitarian and emergency relief during times of natural and human disasters and the recovery from these in the long-term
- advocating for the rights of vulnerable people, particularly the rights of children
- the Australia First Nations Program, which aims to create positive change for Aboriginal and Torres Strait Islander peoples.

1 Can World Vision Australia be considered an NGO? **Explain** your answer (3 marks).

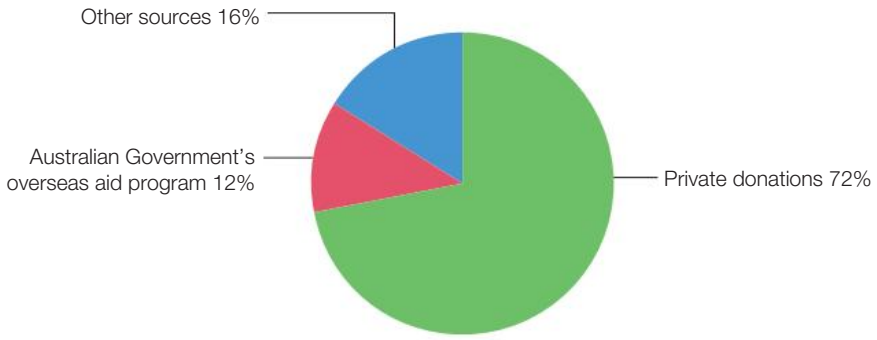
2 Use Source 10 to **classify** these examples of World Vision Australia's programs into one of the four focus areas (1 mark each).

- **a** delivering meals to families in India forced into lockdown during the COVID-19 pandemic
- **b** child sponsorship that enables more girls to go to school in Tanzania
- **c** encouraging children to deepen their understanding of Aboriginal and Torres Strait Islander knowledge and values at schools in New South Wales
- **d** a campaign aimed at the Australian Government helping to raise awareness of children impacted by the COVID-19 pandemic
- **e** child sponsorship that means more mothers give birth with the assistance of a trained health worker in Myanmar
- **f** teaching women in Papua New Guinea financial literacy techniques such as budgeting and saving
- **g** teaching African farmers techniques to reverse desertification and improve food security.

3 Select one of the programs listed in question 2 and write a paragraph that **describes** how it will improve wellbeing. (6 marks)

4 Use the PQE method to **describe** the distribution of World Vision's aid programs in 2020 as shown in Source 10. (4 marks)

(Total: 20 marks)



Source 11 Sources of World Vision Australia's funds

Check your Student obook pro for these digital resources and more:

Student book questions Chapter 6

Key skill worksheet Communicating & reflecting: Chapter 6

Quizlet Play a game of Quizlet on Improving wellbeing.

Chapter review quiz Chapter 6

PART 2

History

Concepts and skills

Chapter 7 The history toolkit 222

Australia at war (1914–1945)

Chapter 8 The interwar years 246
Chapter 9 World War II 256

Rights and freedoms

pro **Chapter 10** Introduction to rights and freedoms (available on obook pro) 324
Chapter 11 Rights and freedoms 326

The globalising world

pro **Chapter 12** Introduction to the globalising world (available on obook pro) 378
pro **Chapter 13** Popular culture (available on obook pro) 380
pro **Chapter 14** The environment movement (available on obook pro) 382
Chapter 15 Migration experiences 384
pro **Chapter 16** Political crisis: The Vietnam War (available on obook pro) 442

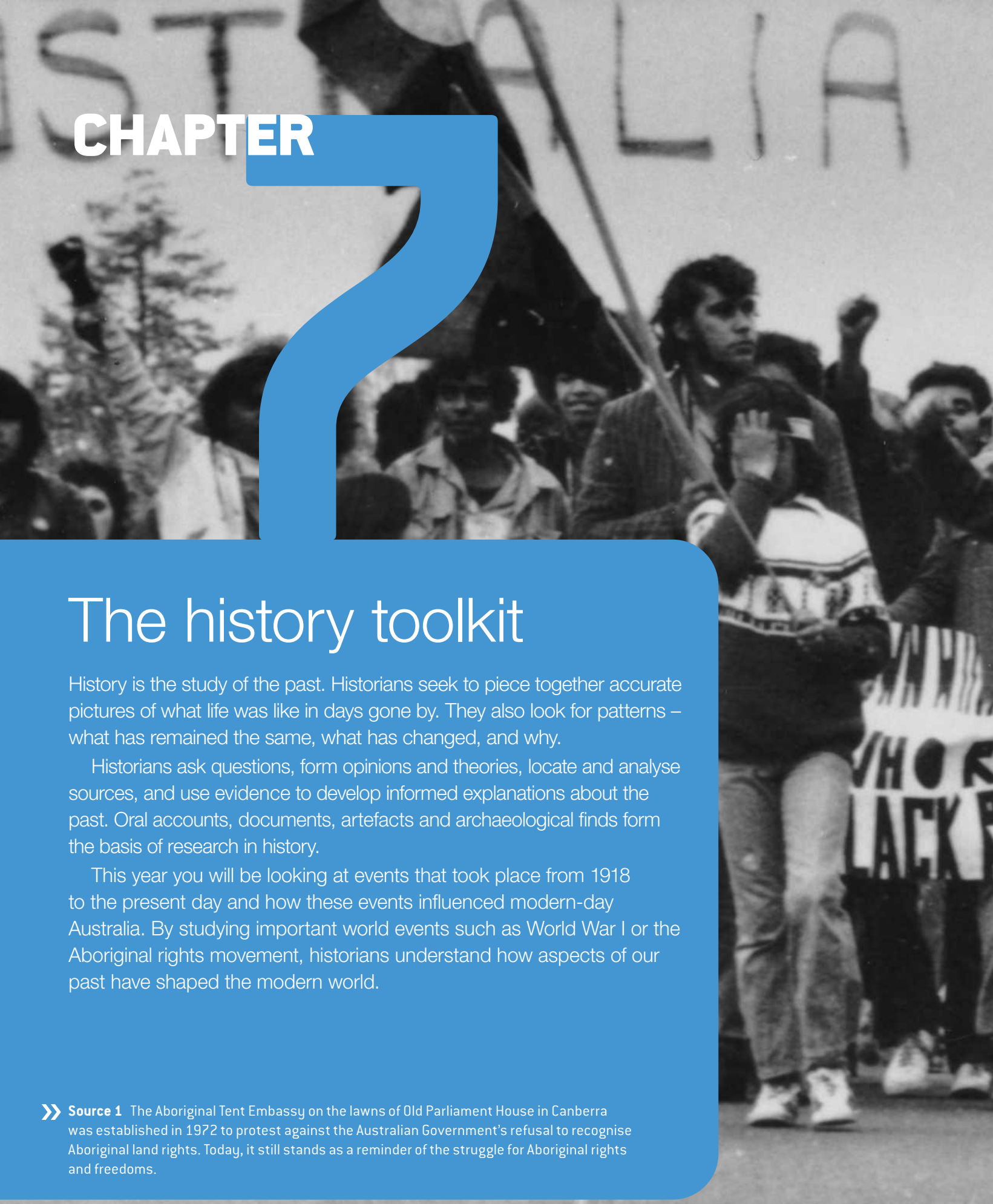
CHAPTER 2

The history toolkit

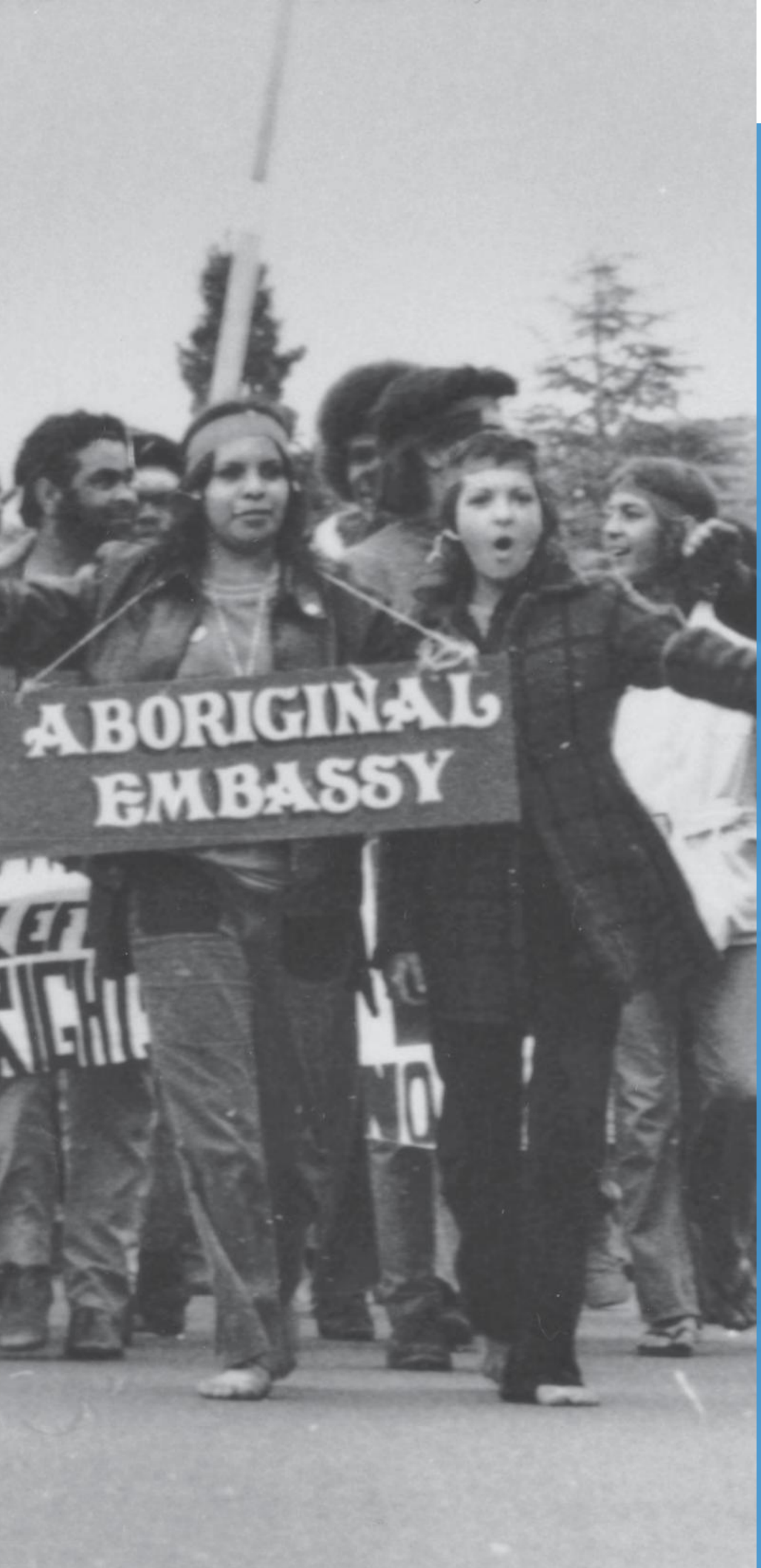
History is the study of the past. Historians seek to piece together accurate pictures of what life was like in days gone by. They also look for patterns – what has remained the same, what has changed, and why.

Historians ask questions, form opinions and theories, locate and analyse sources, and use evidence to develop informed explanations about the past. Oral accounts, documents, artefacts and archaeological finds form the basis of research in history.

This year you will be looking at events that took place from 1918 to the present day and how these events influenced modern-day Australia. By studying important world events such as World War I or the Aboriginal rights movement, historians understand how aspects of our past have shaped the modern world.



Source 1 The Aboriginal Tent Embassy on the lawns of Old Parliament House in Canberra was established in 1972 to protest against the Australian Government's refusal to recognise Aboriginal land rights. Today, it still stands as a reminder of the struggle for Aboriginal rights and freedoms.



7A

What are the historical concepts?

7B

What are the historical skills?

7.1 Historical concepts

Historians use five concepts to help them investigate and understand the past. You will be familiar with these concepts from the last few years of studying history.

The five key concepts in history are:

- chronology
- cause and effect
- continuity and change
- evidence
- significance.

Chronology

Chronology refers to the arrangement of events in the order that they happened. Once we have sequenced key events in a period in chronological order, we can use a range of other historical concepts – such as continuity and change, cause and effect, and significance – to analyse them in detail.

Events sequenced in chronological order can be listed or put into a table, but most commonly appear in a timeline.

Chronology helps historians understand when, how and why events unfolded the way that they did.

Cause and effect

The concept of cause and effect is used by historians to identify chains of events and developments, both in the short term and in the long term. Cause and effect aims to identify, examine and analyse the reasons why events have occurred and the resulting consequences or outcomes. It helps to think of cause and effect as the 'why' and 'what' of history.

Source 1 Hyperinflation was one of many short-term effects in Germany brought about by the Treaty of Versailles (cause). For a time, the prices of goods increased so rapidly that money became worthless and was burned for heat.

Continuity and change

Over time, some things stay the same, while others change. This concept is referred to as continuity and change. Historians refer to aspects of the past that have remained the same over time as continuities. Aspects of the past that do not stay the same are referred to as changes. Change can occur within a civilisation or time period, but also across different civilisations and time periods.

Source 2 These Australian recruitment posters from World War I and World War II both evoke a sense of mateship to encourage men to enlist (a continuity). The World War I poster appealed to sportsmen (young men who played sport were believed to have specific skills, useful on the battlefield), while the World War II poster appealed to all young men (a change).

Evidence

Evidence is the information gathered from historical sources.

Evidence can be gathered from two types of sources:

- Primary sources are objects created or written at the time being investigated; for example, during an event or very soon after). Examples of primary sources include official documents (such as laws and treaties, personal documents (such as diaries and letters), photographs, films and documentaries. These original, firsthand accounts are analysed by historians to answer questions about the past.
- Secondary sources are accounts about the past that were created after the time being investigated. They often use or refer to primary sources and present a particular interpretation. Examples of secondary sources include writings of historians, encyclopaedia entries, documentaries, history textbooks, films, illustrations, reconstructions and websites.

Historians do not always agree on evidence, even when it is coming from the same source. They often have different opinions or points of view. This is why historians are constantly searching for new sources of evidence.

Source 3 Both of these sources depict the march for voting rights from Selma to Montgomery in Alabama, United States, 1965. However, the image on the left is a primary source while the image on the right is a secondary source. This is because the left-hand image is a photograph that was taken at the time, whereas the right-hand image is a still from a film, *Selma*, created in 2014.

Significance

The concept of significance relates to the importance assigned to aspects of the past. This includes people, events, developments, discoveries, movements and historical sites. History is full of so many important events, significant people and interesting places. We need to make a judgment about which of them are worthy of study. In order to determine if a person, event, development, discovery, movement or site is historically significant, historians may ask the following questions:

- How important was it to people who lived at that time?
- How many people were affected by it?
- To what degree were people's lives affected by it?
- How widespread and long-lasting were its effects?
- Can its effects still be felt today?

Check your learning
Log onto your obook pro to complete the questions for topic 7.1.

7.2 Historical skills

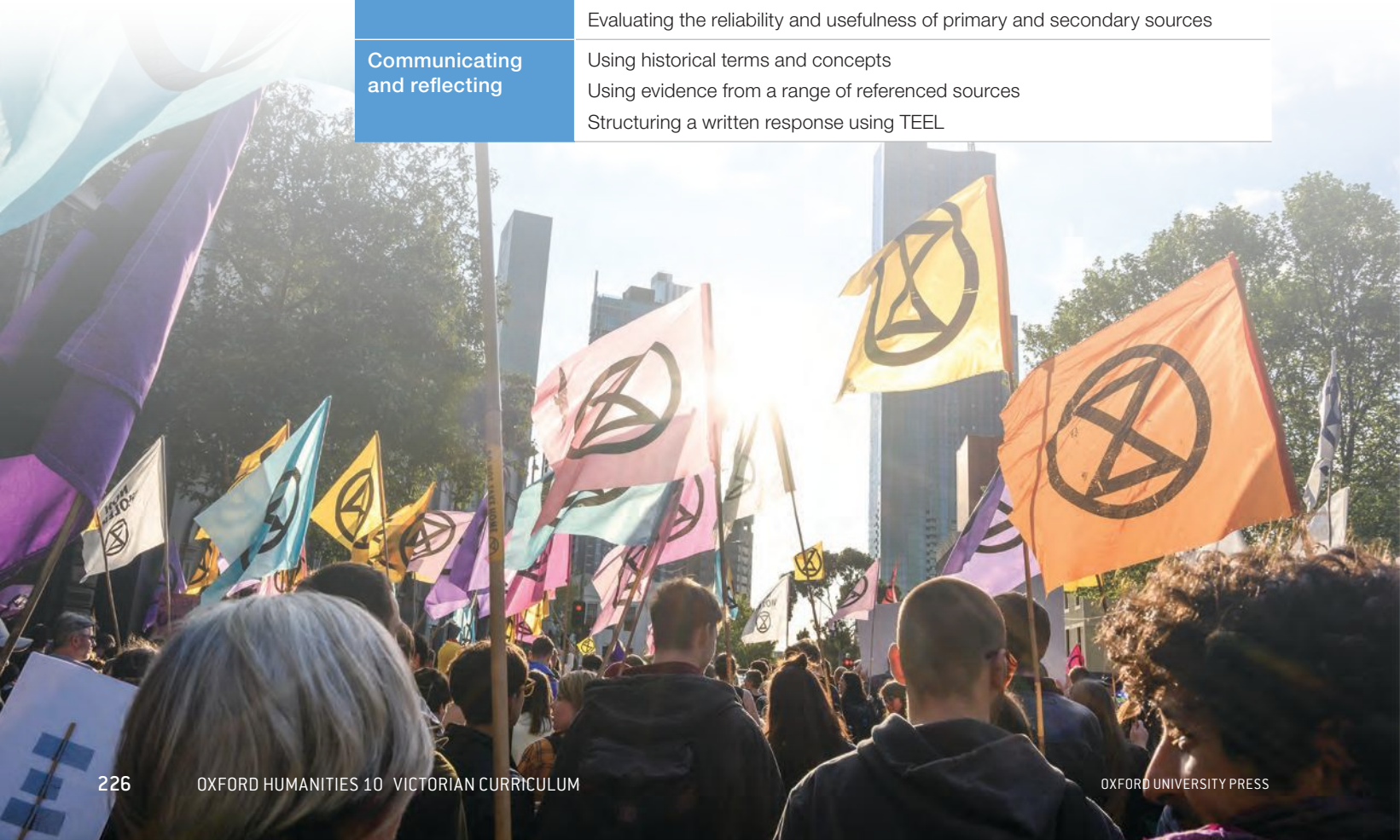
Historians examine the past and try to explain what they find. There are a number of key skills that historians use to successfully investigate the past, as outlined in Source 1 below.

By studying history you will gradually master each of these skills.

You will already be familiar with many of these skills from your previous studies. This year, you will revisit each one and learn to apply them more effectively.

Source 1 Historical skills

Asking questions and conducting research	Identifying different kinds of questions about the past Identifying and locating relevant sources online and in print
Sequencing events	Using chronological sequencing to demonstrate the relationship between events and developments in different periods and places
Analysing cause and effect	Identifying the short-term and long-term effects of identified causes
Identifying continuity and change	Identifying instances of change and patterns of continuity over a period of time
Determining historical significance	Determining the significance of an event, person or thing from the past
Analysing sources	Identifying the origin, purpose and context of primary and secondary sources Identifying and analysing the perspectives of people from the past Identifying and analysing different historical interpretations (including your own) Evaluating the reliability and usefulness of primary and secondary sources
Communicating and reflecting	Using historical terms and concepts Using evidence from a range of referenced sources Structuring a written response using TEEL



Source 2 Extinction Rebellion protestors demonstrate in Melbourne, 2019. Historians would use a range of skills to understand the key events and significance of the Extinction Rebellion protests.

7.3 Asking questions and conducting research

Asking a range of questions about the past

One way to understand the past is to undertake a historical inquiry. A historical inquiry is a process of asking questions, finding and analysing sources, and using evidence from sources to develop an informed explanation about the past. Historians begin any historical inquiry by asking big questions. From these big questions, historians develop a **hypothesis** about what events took place, why, where, and who was involved.

The photograph in Source 3 shows a group of women working in a factory during World War II, assembling the wing of an aeroplane. Women workers on the **home front** were essential during the war to maintain the supply of weapons and other goods to the men on the battlelines.

hypothesis
a considered opinion, theory or statement, based on research and evidence, about something that has not been proven

home front
those citizens who remain at home during a war

KEY SKILL
Asking questions & conducting research

Generating questions

Look closely at Source 3. This photograph could provide an interesting starting point for questioning and researching the roles of women during World War II. To help to guide the research process, think of some questions that begin with the words 'what', 'where', 'how', 'when' and 'why'; for example:

- What are the people in the photograph doing?
- Who are they?
- What are they building and what might it be used for?

These kinds of questions are known as closed questions, meaning they are usually quick and easy to answer, and they will provide you with facts. This is a good start.

However, in addition to asking closed questions, it is important that you ask more complex questions that require thought and reflection. These are known as open-ended questions. Open-ended questions such as 'What were working conditions like for these people?' and 'What effects did increasing numbers of women in the workforce have on society?' will often open up exciting new areas for you to explore.

Practise the skill

1. **Construct** two closed and two open-ended questions of your own that will help guide your research into women on the home front in Australia during World War II.
2. Once you have generated your questions, **identify** the information you will need to answer these questions and where you might be able to locate it.
3. Are there any questions for which you have not been able to find reliable evidence or answers? What reasons might there be for this?

Source 3 Using sources such as this, historians can begin to develop a range of closed and open questions.

Finding relevant sources

Sources provide information for historians. They can take many different forms, from historical artefacts to written records in books or online. Some examples of sources include human remains, coins, textbooks, newspapers, letters and diaries.

Locating a range of relevant sources is a valuable skill which usually involves a number of different search methods, such as:

- checking catalogues at your school and local library
- using online search engines, such as Google, Yahoo and Bing
- visiting museum and government websites
- looking at newspaper and magazine archives
- contacting local historical societies
- interviewing older family members about the past.

Source 4 Most research today is conducted online.

Locating relevant sources online

Although printed books and newspapers are valuable sources of information, most research today is conducted online. In order to ensure that sources gathered online are accurate, reliable and relevant, a number of guidelines should be followed:

- Search engines are useful research tools, but much of the material found online is not reliable and may contain inaccuracies, false and misleading information, or material that is out of date. When using search engines, be sure to define your search using keywords.
- A reliable way of searching for sources is to use sites linked to government departments, reputable companies, museums, universities and educational institutions. A quick way of telling if a site is reputable is to look at the suffix of the domain name in the URL (internet address). Some of the most common domain suffixes are listed in Source 5, along with some information about their reliability.
- Avoid blogs posted by unknown individuals. If you happen to find information relevant to your investigation on a blog or social media site, always verify it by using a more reliable source.
- Never cut and paste information from the internet straight into your own work. Taking someone else's work, ideas or words and using them as if they were your own is called plagiarism, and can have very serious consequences.

Source 5 Some common domain suffixes and their characteristics

Domain suffix	Description
.edu	The site is linked to an educational institution, such as a university or school. These sites are generally very reliable.
.gov	The site is linked to a government institution. These sites are generally very reliable.
.net	The site is linked to a commercial organisation or network provider. Anyone is able to purchase a domain name with this suffix, and generally there is no one to regulate the information posted on these sites. As a result, these sites may be unreliable.
.org	This site is linked to an organisation. Generally, these organisations are not-for-profit (e.g. British Museum). If the organisation is reputable and can be contacted, it generally means that the information provided has been checked and verified by that organisation. You need to be aware of any special interests that the organisation may represent (e.g. particular religious, commercial or political interests), as this may influence what it has to say on a particular issue.
.com	This site is linked to a commercially based operation and is likely to be promoting certain products or services. Domain names with these suffixes can be purchased by anyone, so the content should be carefully checked and verified using another, more reliable source.

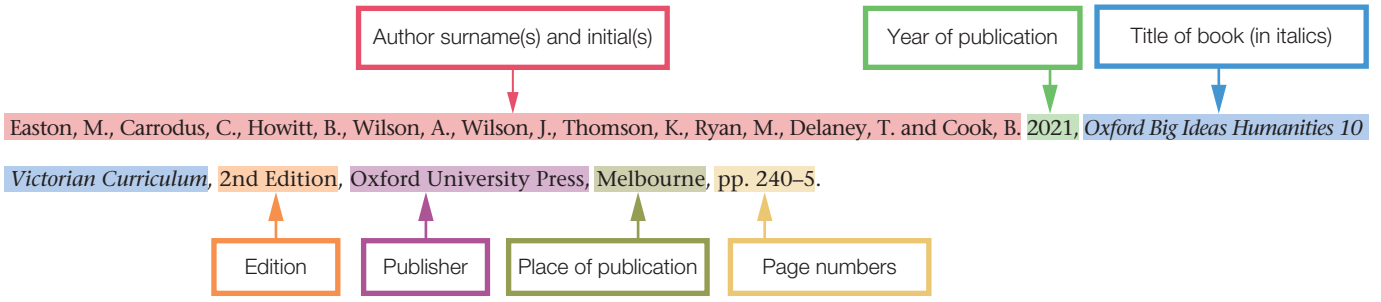
Referencing your sources

As you identify and locate relevant sources, it is essential that you record details to include in your list of references or bibliography.

Referencing a book

When citing (mentioning) a book in a bibliography, include the following, in this order, if available:

1. author surname(s) and initial(s)
2. year of publication
3. title of book (in italics)
4. edition (if relevant)
5. publisher
6. place of publication
7. page number(s).

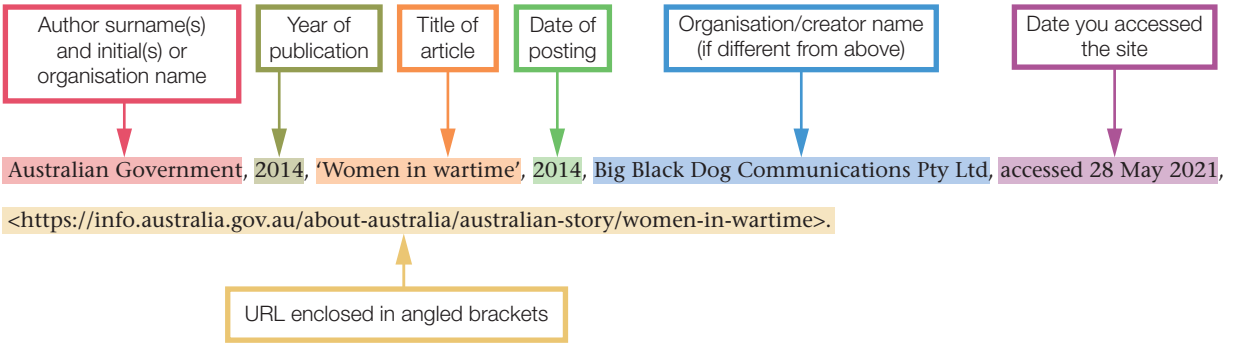


Source 6 An example of how to cite a book in a bibliography

Referencing an online source

When citing an online source in a bibliography, include the following information, if available:

1. author surname(s) and initial(s) or organisation name
2. year of publication or date of webpage (last update)
3. title of document (article) enclosed in quotation marks
4. date of posting
5. organisation name (if different from above)
6. date you accessed the site
7. URL or web address enclosed in angled brackets <>.



Source 7 An example of how to cite an online source in a bibliography

Check your learning
Log onto your obook pro to complete the questions for topic 7.3.

7.4 Sequencing events

chronology
a record of events in the order they took place

We can use chronological sequencing to demonstrate the relationship between events. **Chronology** can help us organise things that happened over a small period of time, such as a day or week, or large periods of time, such as hundreds of thousands of years. We can also use chronology to look at events that happened in one place or society, or compare events across many different places and societies. Chronology allows us to develop an ordered sense of time. Once events have been ordered chronologically, we are able to use a range of historical concepts such as cause and effect and continuity and change to analyse them in detail.

KEY SKILL
Sequencing events

Creating a timeline

Timelines are used by historians to sequence time and order important events chronologically. Follow these steps when constructing a timeline:

Step 1 Work out the length of time you want to represent on your timeline, then divide it evenly into suitable blocks of time. In the example in Source 8, the length of time covered is 30 years, which is divided into five-year blocks.

Step 2 To represent a large span of time, you may need to break your timeline into sections using a jagged line. This shows that a section of time has been left out and will ensure that your timeline will fit on the page!

Step 3 Mark specific dates into the timeline. These dates need to be accurately plotted so that they appear in chronological order. A full date with day and month can be added for particularly significant events if this is appropriate.

Step 4 Provide a brief description of what took place on each date plotted on the timeline. Include pictures and captions, if appropriate.

Practise the skill

1 **Create** your own timeline on one of the topics listed below. Your timeline should have at least eight entries and feature at least two images, with captions. You have the choice of:
- key battles of World War II
- Japan's involvement in World War II
- Australia's involvement in World War II.

Check your learning
Log onto your obook pro to complete the questions for topic 7.4.

Source 8 A simple timeline of some key events from 1919 to 1945

7.5 Analysing cause and effect

Understanding cause and effect

cause and effect
the link between what causes an action and the outcome of that action; an appreciation of the fact that events that take place (both short-term and long-term) are linked and can have impacts on people and places for many years to come

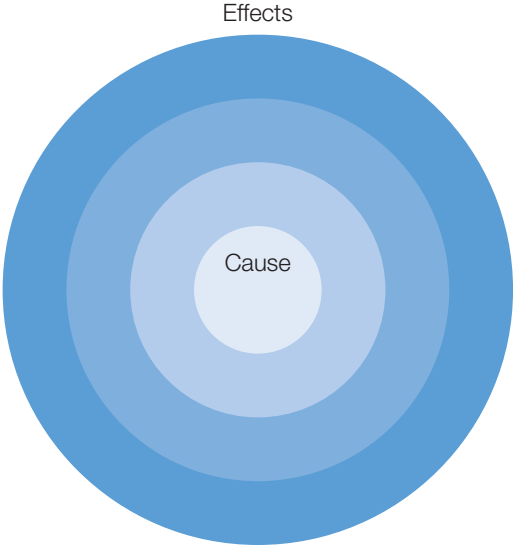
Cause and effect aims to identify, examine and analyse the reasons why events have occurred and the resulting short term and long term consequences or outcomes. Sometimes the link between cause and effect is clear, but sometimes it is not. There are often many causes that lead to an event or action. There can also be many effects. Sometimes the effects are simple to identify – these are known as short-term effects. In other cases, the effects are more difficult to predict and may not even become obvious until long after the event. These are known as long-term effects.

How to analyse cause and effect

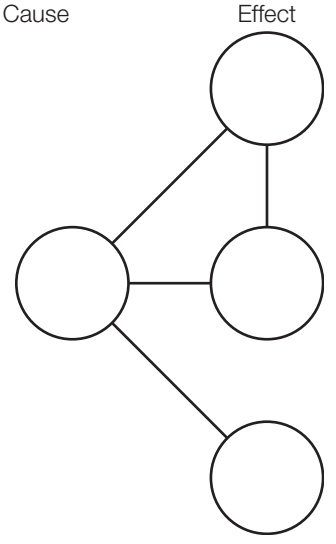
The first step in analysing cause and effect is to identify the cause or causes (the 'why'). Different types of causes might be social, economic or political, or a cause might be sudden and act as a catalyst (a trigger) for change.

Once the cause or causes have been identified, identify the short-term and long-term effects. It is important to note that short-term and long-term effects can be intended (meant or planned), or unintended (not meant or not planned). Effects can be ranked in order of importance, according to their significance or impact. Once the effects have been identified, explain how each effect is linked to the cause, using historical sources as evidence for your response. Remember that historical events that cause changes can have multiple causes, and multiple effects.

When analysing cause and effect, organising the dates of the event or issues into a chronology can help you observe the links between a cause and the short-term and long-term effects. Graphic organisers are also a helpful way to organise this information. Cause and effect ripple diagrams and concept maps are two examples of graphic organisers that can be used when analysing cause and effect.



Source 9 A cause and effect ripple diagram



Source 10 A cause and effect concept map

KEY SKILL
Analysing cause & effect

Allies
the coalition of countries in opposition to the Central Powers in World War I; they included Britain, the Commonwealth, France and Russia, which were joined by the United States in 1917

reparations
money paid by one country to another as compensation for damage, injuries and deaths it has caused during war

Treaty of Versailles
the treaty (binding agreement) that ended World War I; it forced Germany to accept responsibility for starting the war and to pay reparations

Analysing the cause and effect of Germany paying reparations

When the **Allies** defeated Germany in World War I, this led the Allied forces to come together and decide the terms of the German surrender. They agreed that Germany should pay **reparations** as compensation for the damage caused by the war. These terms were all outlined in the **Treaty of Versailles** (cause).

The Treaty of Versailles resulted in a range of effects – some short-term, others long-term – as outlined in Source 11. The aim of the Allies was not just to punish Germany, but also to make sure that Germany was too weak to ever pose a threat to European peace again. However, many historians now agree that it had the opposite effect. It is generally accepted that the Treaty of Versailles caused such extensive economic suffering in Germany that it contributed to the rise of the Nazi Party and the start of World War II.

Source 11 Short- and long-term effects of ordering Germany to pay reparations

Short-term effects	Long-term effects
• feelings of humiliation and anger among the German people • severe economic difficulties and instability, leading to hyperinflation • high unemployment • unstable government • the scapegoating of groups such as the Jews and communists for the country's economic problems	• the rise of Adolf Hitler and the election of the Nazi Party to government in Germany, with promises to restore Germany to its former glory • the start of World War II, as Germany moved to 'reclaim' territories it had lost in Europe at the end of World War I • the events of the Holocaust

Practise the skill

1 **Identify** the *cause* of the *short-term effect* of severe economic difficulties experienced by Germany after World War I.

2 a **Explain** how the *long-term effect* of the rise of Adolf Hitler is linked to the *cause* of the Treaty of Versailles.

b Do you think this *long-term effect* was intended or unintended? **Explain** your response.

Source 12 French Prime Minister Georges Clemenceau (left), American President Woodrow Wilson (centre) and British Prime Minister David Lloyd George (right) greet the crowd after signing the Treaty of Versailles on 28 June 1919. The Treaty of Versailles had many short-term and long-term effects.

Check your learning
Log onto your obook pro to complete the questions for topic 7.5.

7.6 Identifying continuity and change

Understanding continuity and change

continuity and change an appreciation of the fact that while some aspects of a society stay the same over time (continuity), others will develop and transform (change)

Over time, some things stay the same, while others change. This is referred to as **continuity and change**. Aspects of the past that have remained the same over time are known as continuities. Aspects of the past that do not stay the same are known to as changes. Change can occur within a certain civilisation or specific time period, but also across different civilisations and time periods.

How to identify continuity and change

To identify continuity and change, the sequence (order) of events and significance of these events (or people, issues or ideas) should be understood. Events should be put in chronological order to create a chronology that shows when a change occurred. A chronology can also be used to observe a certain period of time and identify patterns of continuity (or change) over time.

Once multiple changes within a period of time have been identified, these changes can be ranked in order of significance. The significance of a change can be decided by identifying how many people were affected by the change, how widespread the effects of the change were, and if the effects of the change can still be felt today. For more information on understanding significance, refer to the key concept of significance (see page 225) and to the key skill of determining historical significance (see page 235).

Finally, examples of change within a period of time should be described and explained. When describing an identified example of change, you should note the type of change (for example, a change might be a social or political change), and the impact of the change. This will help you evaluate the impact that the change had on the period of time.

Source 13 The arrival of television in Australia in 1956 is an example of a change within Australian culture. The introduction of television to Australia was a historically significant event because it changed how many Australians filled their leisure time, by allowing them to entertain themselves at home. The early years of television in Australia were dominated by American television programs, which transmitted American popular culture. In this way, the television was a vehicle for social and cultural change around Australia.

KEY SKILL
Identifying continuity & change

propaganda
information or material that attempts to influence the behaviour or opinions of people within a society; propaganda can take many forms (e.g. posters, flyers, advertising campaigns, films) and is designed to promote a cause or course of action and/or damage the cause of an enemy

Identifying continuity and change in Australian propaganda posters

The use of **propaganda** in Australia during World Wars I and II provides some good opportunities to look at continuity and change. Sources 14 and 15 are both propaganda posters that were used in Australia. While both images encourage people to support the war effort, there are some key similarities (continuities) and differences (changes) between them (see Source 16).

Practise the skill

1 What is the objective of the propaganda posters shown in Source 14 and Source 15?

2 **Identify** who is being demonised as the enemy in Source 14 and Source 15. Is this an example of a continuity or change?

3 a **Create** a basic chronology of the dates and key international events that involved Australia between World War I and World War II. In your chronology, include:
- the start and end dates (years) of World War I and World War II
- the forces Australia fought with in each war
- the forces Australia fought against in each war.

b Using your chronology, **suggest** the cause of one example of change between Source 14 and Source 15.

Source 14 A propaganda poster used to encourage Australian enlistment in World War I, following its outbreak in Europe

Source 15 A propaganda poster used to rally Australian support in World War II, following the Japanese attack on Darwin in 1942 (AWM ARTV09225)

Source 16 Continuities and changes in Sources 14 and 15

Continuities	Changes
• Both posters have the same composition (i.e. a large enemy descending on Australia). • Both posters use imagery to convey the threat of the enemy (i.e. the German military uniform in Source 14 and the Japanese imperial flag in Source 15).	• Source 14 only focuses on Australia, whereas Source 15 extends the threat to other nations nearby, including New Guinea, Singapore and Malaya. • Source 14 uses the German figure's hand as the main threat, whereas Source 15 shows the Japanese soldier carrying a fearsome machine gun. • Source 14 encourages men to enlist to fight abroad, whereas Source 15 suggests the war is coming to the home front.

Check your learning
Log onto your obook pro to complete the questions for topic 7.6.

7.7 Determining historical significance

Understanding significance

Significance is the importance given to a particular historical event, person, development or issue. When considering if something is significant, ask the following questions: How important was it (the historical event, person, development or issue) to people who lived at that time? How many people were affected by it? To what degree were people's lives affected by it? How widespread and long-lasting were its effects? Can its effects still be felt today?

How to determine significance

The 5Rs of historical significance (see Source 17) can be helpful in providing structure to your response when determining the significance of something from the past. They can be used as a checklist.

Source 17 The 5Rs of historical significance

	5Rs of significance	Questions to ask when analysing significance
R	Remarkable	What was the most notable thing about the event/individual/group of people?
R	Resulted in change	What happened as an immediate result of the event/individual/group of people (think short-term impacts)?
R	Revealing	What does the event/individual/group of people tell us about the time period?
R	Resonates	How does the event/individual/group of people have an effect on future generations (think long-term impacts)?
R	Remembered	How is the event/individual/group of people remembered today (think about evidence that still exists)?

Worksheet
A sample paragraph analysing significance

Check your learning
Log onto your obook pro to complete the questions for topic 7.7.

7.8 Analysing sources

Understanding the origin, purpose and context of sources

Both primary and secondary sources are useful, but it is important to understand:

- where they came from (origin)
- why they were created (purpose)
- the historical setting in which they were created (context).

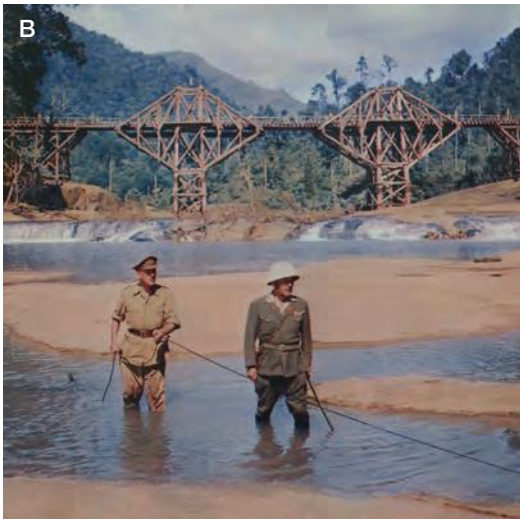
These factors are important because they provide clues about the perspective of the person who made the source, as well as the attitudes and beliefs that were common at that time. All sources are influenced by the author's own point of view. In some cases the author may even have been paid (or forced) to write in a particular way or to ignore certain facts. This is referred to as **bias**, and is often aimed at persuading the reader to agree with the author's point of view. It is why historians must carefully analyse and evaluate all of the sources they use.

bias
a pre-set view about someone or something that is not altered by the presentation of facts and opinions to the contrary

Asking 'who', 'what', 'when' and 'why' questions will help you identify the origin and purpose of the sources (see Sources 18 and 19).

Source 18 Asking these questions will help you identify the origin and purpose of a source.

Who?	Who wrote, produced or made the source?	• Is the creator's personal perspective obvious in the source? • Was the creator a member of a particular group, religion or organisation?
What?	What type of source is it?	• Was the source created at the time of the event or afterwards?
When?	When was the source written, produced or made?	• How old is the source? • Is the source an eyewitness account or was it created at a later date? • Is the source complete?
Why?	Why was the source written, produced or made?	• Was the source designed to entertain, persuade or argue a point of view? • Did the creator have anything to gain personally from creating the source? • What other events may have been happening at the time and might have influenced the creator or affected the source?



Source 19 The origin and purpose of these sources are very different, even though they are both related to the building of the Thailand–Burma Railway by Allied prisoners of war (POWs) during World War II.

- Source 19A is a primary source. It is an aerial photograph, taken on 5 February 1945, of a bridge built as part of the Thailand–Burma Railway over the River Kwai in Thailand. The bridge itself is also a primary source.
- Source 19B is a secondary source. This photograph was taken on location in Sri Lanka during the filming of the 1957 British–American war film, *The Bridge on the River Kwai*. This popular film (which is also a secondary source) gave a largely fictional account of events that took place during the construction of the bridge during World War II.

Exploring historical perspectives

Primary and secondary sources reflect many different perspectives, interpretations and values from the past. A person's perspective is the position from which they see and understand events going on in the world around them. People will have different perspectives about a particular event, person, civilisation or artefact depending on their age, gender, social position, and beliefs and values.

While historical perspectives are likely to be quite different to our own, we can use empathy to appreciate the circumstances people faced in the past, and the motivations, values and attitudes behind their actions. Empathy is the ability to 'walk in someone else's shoes' – to be aware of their feelings, thoughts and experiences. Empathy is what brings history to life. It connects us as human beings, regardless of how much time has passed.

Identify and describe the perspective	Look closely at the source. Can you identify the creator's profession, cultural background, gender, social status, values or beliefs?
Use empathy	Consider what the creator was feeling when they made the source. What do you think life was like for this person? How do you think they felt at the time?
Seek different perspectives	To avoid bias, seek different sources with alternative perspectives. For example, if the first source was created by a man, look for one created by a woman.

Source 20 Exploring historical perspectives

Sources 21 and 22 are just two of many accounts that help historians form opinions about how the Japanese treated POWs during World War II. There are many other sources that provide further evidence from the perspectives of the POWs themselves, as well as from the perspectives of Japanese soldiers, Japanese military officials and social observers at the time. It is only when we consider the full range of different perspectives revealed through all available sources that we can begin to form an accurate and reliable picture of their experiences. You should always seek different perspectives to make sure your research avoids bias.

When seeking different perspectives, it is important to remember that some groups in society will not be as well represented in primary sources as others; for example, Aboriginal and Torres Strait Islander people, women, people of colour and people from lower classes.

Source 21 is an extract from an affidavit (sworn statement) by a former gunner (soldier), Reginald Melbourne, to the Australian War Crimes Registry. In it, he describes conditions in Changi, which was a notorious POW camp run by the Japanese. Source 22 explores the perspective of returned POWs and their families. As you read these two sources, follow the process in Source 20.

Source 21

After capture I was taken to Changi Camp, where I was with approximately 12 000 men, employed clearing the bombed area, also well sinking. Work was from 6 to 6, food was half a cup of cooked rice per man per day …

Whilst working at the river camp I witnessed a guard [known as the Black Snake] bash Gnr Jack Francis with a heavy stick many times and finally brutally kick him in the stomach and about the head. Francis died a few days later.

I was severely beaten by the Black Snake with a heavy bamboo. He knocked me down several times, then kicked me. I vomited frequently following the bashing, was unfit to work and generally was much knocked about. I was finally operated upon by Col Dunlop for a damaged bladder and internal injury.

Extract from an affidavit by former Gunner Reginald Melbourne to the Australian War Crimes Registry, recorded 2 January 1948

Source 22

The former Japanese prisoner J.T. Haig found the family circle difficult to fit into: his mother had died while he was away, and he hankered restlessly after the company of his own kind, his fellow ex-prisoners. One of those prisoners … returned with badly impaired vision and to a wife who felt she no longer loved him: she had become withdrawn from him after hearing nothing in three years, except that he was almost certainly dead. Their marital problem was finally overcome, but the damage to his sight was permanent.

Extract from a summary of interviews of World War II veterans in John Barrett, *We Were There*, Viking, 1987, pp. 379–87

Source 23 Asking yourself these questions can help explain historical interpretations.

Explaining historical interpretations

One of the roles of a historian is to look at primary sources and provide their own interpretation of them. Just like anyone else, historians have perspectives, which can influence their interpretation of the past and the way in which they write about it. As a result, historians around the world often have different conclusions about what the evidence from primary sources tell them. This is one of the exciting things about history – it is open to debate. There is often no right answer, and historians are always seeking a more complete understanding of the past.

It is important to question the historical interpretations that you come across. Remember: when we examine a secondary source about events or places from history, we are looking at the historical interpretation of the person who has created that source.

Source 23 shows some of the questions you might ask when reading secondary sources about the experience of Allied soldiers in POW camps.

Source 24 A World War II re-enactment, photographed in Kiev, Ukraine

Using graphic organisers to process and synthesise information

Once you have located and collected a variety of different sources and types of information to analyse, it is time to process and synthesise the most relevant information. This information can then be used as evidence. There are a number of ways to organise large amounts of information so that you can decide quickly and easily which sources provide the most useful, relevant and reliable evidence.

Graphic organisers are very useful tools for collecting, comparing and selecting suitable resources that you have located. A decision-making chart like the one in Source 25 can help you do this.

Source 25 A decision-making chart, showing how you might process, compare and select sources

RESEARCH TOPIC: What were the experiences of Allied prisoners of war during the construction of the Thailand–Burma Railway?

HYPOTHESIS: That Allied prisoners of war were treated so harshly that they died in their thousands.

Source 1	Category of source	Pros and cons	Reference
Source 1 'Changi', ABC website	Secondary source – special interest webpage	Pros: – The webpage includes some great primary sources. – The webpage is written by a reputable organisation – the ABC – and was developed to accompany a television documentary on the subject. Cons: – The webpage is not detailed enough. – The webpage is focused mainly on conditions at the prisoner of war camp known as Changi. Only a fairly small section of the article talks specifically about the Thailand–Burma Railway.	http://www.abc.net.au/changi/history/burma.htm (accessed 24 February 2021)
Source 2		Pros: Cons:	
Source 3		Pros: Cons:	
Source 4		Pros: Cons:	

Recommended sources in order of relevance and usefulness:

1
2
3
4

Evaluating the reliability and usefulness of sources

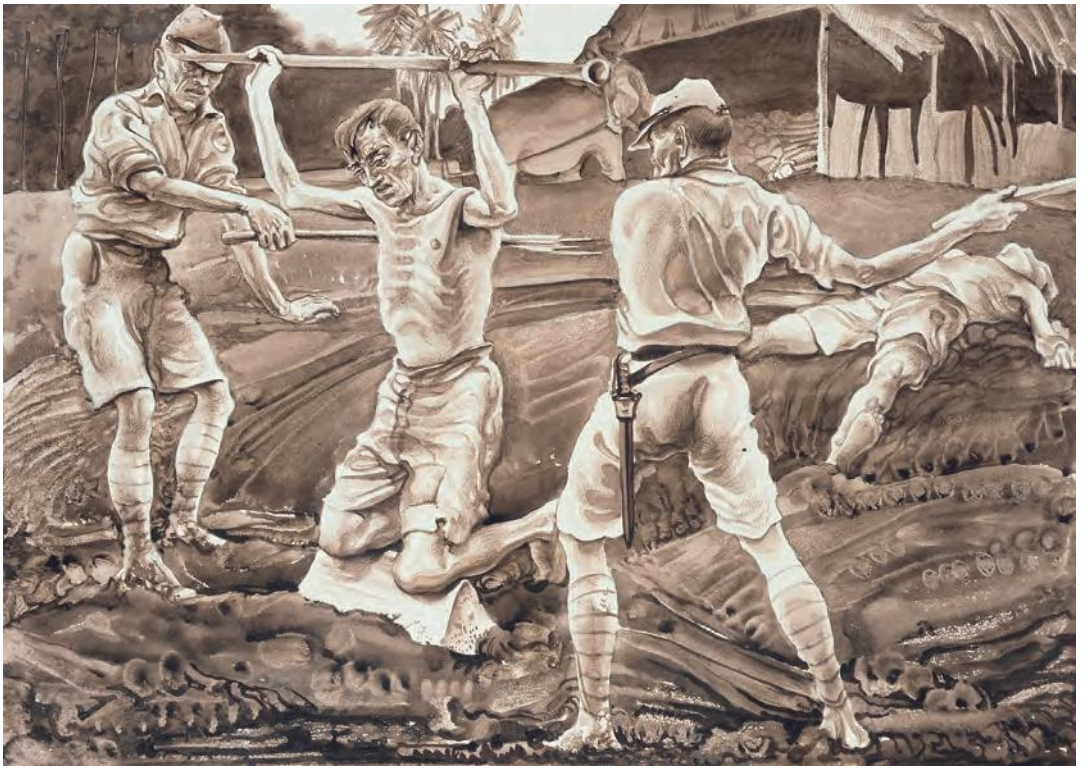
A useful source, whether primary or secondary, is one that is relevant and reliable. The conclusions you draw about the sources you have found will determine their usefulness. In many cases, this means separating fact from opinion: see Source 26.

Source 26 The difference between fact and opinion

Term	Definition	Example	How to tell
Fact	Something that can be proved beyond doubt and across multiple sources	The crossing over the River Kwai in Kanchanaburi, Thailand, was built by Allied prisoners of war and slave labourers under orders from the Japanese army during World War II.	This statement has been made in multiple, reliable sources.
Opinion	Something based on what a person (or persons) believes to be true, but that cannot necessarily be proven	I think the 1957 film *The Bridge on the River Kwai* shows that British prisoners of war suffered harsh treatment at the hands of the Japanese during the construction of the Thailand–Burma Railway.	Look for the use of words such as 'might', 'could' and 'think'. These indicate that an opinion is being expressed.

Asking the following questions will help you determine the reliability and usefulness of a source:

- Does it provide factual information or opinion?
- Does it provide information that is supported and reinforced by evidence from other sources?
- Does it provide enough information and sufficient detail to help me answer the research question?
- Is it balanced or does it present one point of view (in other words, is it biased)?



Source 27 This illustration was created in 1946 by Murray Griffin, a prisoner who was held at the Changi POW camp in Singapore. It depicts the kinds of punishments given to British and Australian POWs by the Japanese during the construction of the Thailand–Burma Railway. As a primary source created by a POW, this is a very useful source.

KEY SKILL
Analysing sources

Analysing propaganda posters

Propaganda is information or material that attempts to influence the behaviour or opinions of people within a society. Regardless of the forms it takes (for example, posters, films or flyers), all propaganda is designed with the same goal in mind – to influence people's thoughts and actions by promoting a particular idea or course of action. Very often, propaganda is also designed to damage the reputation or cause of an enemy.

Throughout the first half of the twentieth century, propaganda posters were used by many nations. Although they do not always present the truth, these posters can tell us a lot about the time period by giving us insights into the opinions and attitudes that were popular at the time. The most effective propaganda poster uses a range of techniques to convey its message simply and directly.

When asked to analyse a propaganda poster, follow these steps:

Step 1 Look for evidence of a range of visual techniques. Propaganda posters use a range of visual techniques to grab the attention of viewers and get their message across quickly and effectively; for example:

1. ***Colours*** – often a combination of bright, bold colours (or dark, menacing colours) are used to convey a message, seize the viewer's attention and/or provoke some kind of emotional response.
2. ***Images and symbols*** – a range of different images and symbols are used to convey the message and/or identify people and countries. It is common for flags, logos and animals to be used to represent countries. For example, Source 28 proudly displays the symbols of the German eagle and the swastika to represent German strength and unity. It is also common for enemies to be represented using racist or derogatory imagery.
3. ***Text*** – most often, a clear and simple message accompanies a propaganda poster. This is often a call to action or a warning of some kind. For example, Source 28 declares 'Germany awake! List of candidates: 2 National Socialists'.

3 The text 'Germany awake!' calls the viewer to action. It suggests that Germany has been sleeping and that it is now time for action.

1 The strong use of red grabs the audience's attention and is associated with the greatness of the German Empire. Red was also the colour of the National Socialist (Nazi) Party.

2 The eagle is a traditional symbol of German strength and power. Its strength is emphasised by it being large and central.

3 The text 'List of candidates: 2 National Socialists' instructs people to vote for the National Socialist (Nazi) Party and tells them how to use the ballot paper.

2 The swastika became a symbol of Nazi strength and racial superiority in the 1930s and 1940s in Europe.

2 In the background, a large crowd of people all show their support for this message by raising their right arms in the air (the Nazi salute).

Source 28 A sample analysis of a National Socialist (Nazi) propaganda poster, *Germany Awake!* This poster was created by Felix Albrecht for the German federal elections, held 31 July 1932.

continued on next page

continued from previous page

Step 2 Ask a range of questions to analyse the intended message and audience of the poster.

Once you have identified the main visual techniques being used, it is time to think more deeply about what the poster is trying to achieve. You can do this by asking questions, such as:

- Who is the intended audience? Who was the poster made for?
- What is the historical context of the poster? What year was it produced?
- What is the purpose of the poster? What is the intended message? What is it trying to get people to do?
- Is it effective at getting its message across to the audience? Why or why not?

Practise the skill

1. Use the steps provided above to **analyse** the propaganda poster in Source 29.
2. **List** the similarities and differences between Source 28 and Source 29. Which do you think is more effective at achieving its goal? Provide reasons for your answer.

Source 29 This Australian propaganda poster from 1942 reflects the threat and fear of Japanese invasion of Australia during World War II. (AWM TEP 393543)

Check your learning
Log onto your obook pro to complete the questions for topic 7.8.

7.9 Communicating and reflecting

Quizlet
Become familiar with historical terms by reviewing them on Quizlet.

Using historical terminology

Just like scientists and mathematicians, historians share a common language. They use historical terms and concepts to clarify what they are talking about and share their findings. Source 30 lists and defines some important historical terms that you will come across during your study of the making of the modern world.

Source 30 Some useful historical terms in relation to the making of the modern world

Term	Definition
Appeasement	a policy adopted by Britain and France towards Germany from the mid-1930s until 1939; it was designed to avoid a second world war by granting certain allowances to Hitler and the Nazi government
Communism	a way of organising a society in which the means of production (e.g. factories, farms and machinery) are publicly owned (by the state) and goods are distributed equally according to need; as opposed to privately owned and controlled systems, such as capitalism
Democracy	a political system (or system of government) where the people determine how they will be managed or governed, and may exercise the power to directly govern themselves or elect representatives to govern on their behalf
Genocide	the deliberate and systematic (planned) mass killing of people based on their race, ethnicity, religion or culture
Globalisation	the increasing interconnections between countries all around the world, particularly economic, political, trade and cultural exchanges to decrease the importance of national barriers to the production and trade of goods and services
Holocaust	deliberate and systematic (planned) mass murder of Jews and other 'undesirables' by the Nazis during World War II
Immigration	the act of entering and settling permanently in a country or region to which a person is not native
Imperialism	the method of extending a country's power and influence through colonisation, use of military force, or other means
Propaganda	information or material that attempts to influence the behaviour or opinions of people within a society; propaganda can take many forms (e.g. posters, flyers, advertising campaigns, films) and is designed to promote a cause or course of action and/or damage the cause of an enemy
Referendum	the method for changing the wording of the Australian Constitution; it requires a proposal for change to be approved by the Australian people in a compulsory public vote
Third Reich	third regime or third empire; the First Reich dated from 962 CE to 1806; the Second Reich was Imperial Germany (1871–1918); and Nazi Germany (1933–45) was described by Hitler as the Third Reich
White Australia Policy	a term used to describe a series of government policies introduced after Federation in 1901 that prevented 'non-white' immigrants from settling in Australia, instead favouring those from certain European nations (especially Britain); these policies were progressively overturned between 1949 and 1973

Using evidence from a range of referenced sources

Historical writing requires you to describe and explain events using evidence from a range of sources. You will often be required to outline the significance of a past event, while providing reasons for the event and referring to relevant evidence. As you have learnt, different types of sources need to be used to ensure that historical writing presents a balanced view and is supported by reliable evidence.

The two most common and useful text types you will be expected to use this year are descriptions and explanations.

Writing descriptions

The purpose of descriptions is to give clear information about people, places or objects at particular moments in time. They focus on the main characteristics or features of particular people or things. They 'paint a picture' in words for readers, to increase their understanding.

Descriptions must be well planned. They must always follow a set structure, and events must be organised in chronological order. Use the structure in Source 31 or ask your teacher to provide you with a template.

Source 31 Structure of a description

Introduction	• Introduces the subject • States the name of the person or event • Outlines why the topic is important
Body	• The body provides details about the person or event (including dates and important facts) • Information must be organised in paragraphs, with a new paragraph for each detail • Quotations and descriptive words must be used where relevant
Conclusion (optional)	• Revisits the most important details and provides a concluding statement

Writing explanations

The purpose of explanations is to tell how or why something happened. They provide the reader with a greater understanding of the causes and effects of past events. Explanations must be clear and factual. They should not contain opinions or emotional language. There must be supporting evidence from a variety of sources for each point made, and these sources must be acknowledged in a bibliography using the correct referencing format.

Use the structure in Source 32 for your written explanation, or ask your teacher to provide you with a template.

Source 32 Structure of an explanation

Introduction	• Clearly states the main idea or aim • Briefly outlines the reasons why an event occurred and its effects
Body	• Each idea must be supported by evidence; the evidence should be analysed to explain its significance or importance • Information must be organised in paragraphs, with a new paragraph for each detail • Language should be precise and not contain emotional words • Personal opinions should be avoided
Conclusion (optional)	• Provides a short and clear overview of the main ideas presented in the body • States a conclusion drawn from the evidence

All historical writing needs to be acknowledged. At the end of your writing you must always include a full reference list, or bibliography. This list shows your readers the range of different sources of evidence you used and where they can be found. For detailed information on this refer to 'Referencing your sources' on page 229.

Writing a paragraph using TEEL

When writing a body paragraph in an essay, it is important to structure your thoughts logically. The acronym TEEL is a helpful way of remembering how to do this.

Source 33 has been provided as an example of how to structure one body paragraph in response to an example topic ('What were the experiences of Allied prisoners of war during the construction of the Thailand–Burma Railway?'). The annotations will help guide you through each step.

Source 33 An example of a body paragraph in an essay using TEEL

What were the experiences of Allied prisoners of war during the construction of the Thailand–Burma Railway?

TOPIC
Introduce your argument or main idea in the first sentence. This is known as your 'topic sentence'.

T

The construction of the Thailand–Burma Railway was undertaken in brutal conditions by approximately 60 000 Allied prisoners of war (POWs), 13 000 of which were Australian.

EXPLAIN
Provide some background knowledge on your argument or main idea.

E

The construction of the Thailand–Burma Railway was a remarkable decision made by the Japanese army that resulted in two important changes: first, it meant that Japan was able to send supplies to its forces in Burma; and second, it led to the forced labour of Allied POWs. To build the railway as quickly as possible, the Japanese used more than 60 000 Allied POWs whom they had captured during the war. These POWs comprised British, Dutch and American soldiers, as well as 13 000 Australians.

EXAMPLES
Examples are important in a history essay, as they act as your evidence. Be sure to use two or three examples in a paragraph. Examples are things like facts and figures, dates, names, places, events, statistics, sources, etc.

E

According to author Hank Nelson, the experience of building the railway 'was the common and dominant experience of Australian POWs' during World War II. In other words, many Australian POWs suffered the same horrible experience. The National Museum Australia describes the working conditions as 'horrendous', with POWs forced to do 'gruelling and dangerous' work. By the end of the war, more than a quarter of the Allied POWs had died from 'maltreatment, starvation, overwork and disease'. Despite the horrific conditions, the Australian spirit of mateship and courage revealed itself during the construction of the railway. According to an account from a former POW, Edward 'Weary' Dunlop – a doctor from Melbourne who was captured by the Japanese in Java in 1942 – 'always stood up for us all'. As a result, he was 'beaten, scorned, derided and beaten again'.

LINK
Connect your main point or argument back to the contention by providing a link.

L

Ultimately, the experiences of Allied POWs during the construction of the Thailand–Burma Railway resonate with the ANZAC spirit of Australian soldiers. To honour this, the Australian Government built the Hellfire Pass Memorial Museum in 1998, with the approval of the Thai Government. Located at one of the most difficult sections along the railway, the Hellfire Pass Memorial Museum is dedicated to Allied POWs and Asian labourers who suffered and died while building the railway. The brutal experiences suffered here are still remembered today, as the museum was refurbished and re-dedicated on 12 December 2018.

REFERENCES
Include a bibliography that cites all of the sources you referenced in your essay.

Bibliography

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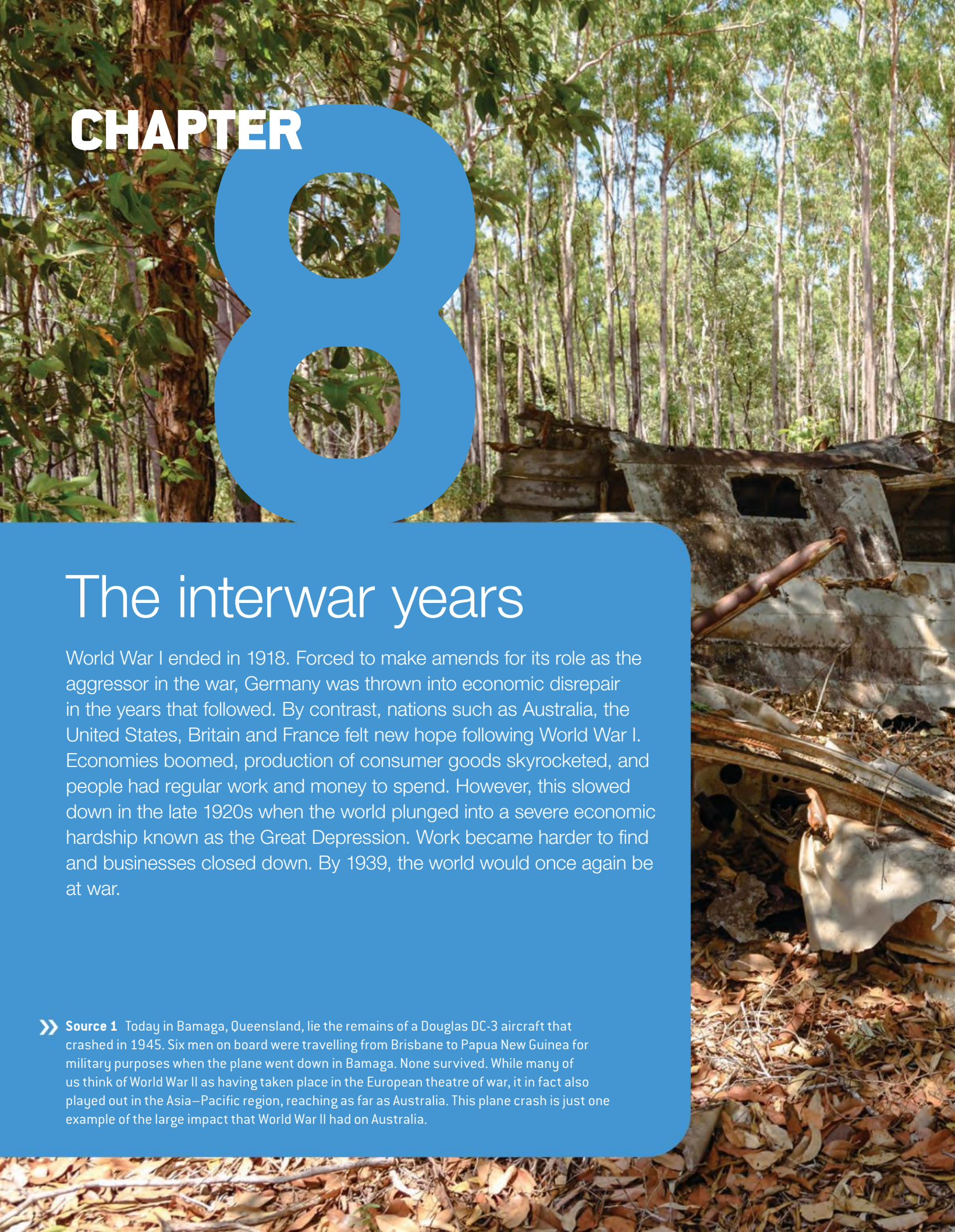
Australian Government Department of Veterans' Affairs, 2021, 'Hellfire Pass Interpretive Centre and Memorial Walking Trail', 17 November 2020, accessed 31 May 2021, <https://anzacportal.dva.gov.au/wars-and-missions/burma-thailand-railway-and-hellfire-pass-1942-1943/locations/remembering-railway/hellfire-pass-interpretive-centre-and-memorial>

Check your learning
Log onto your obook pro to complete the questions for topic 7.9.

CHAPTER 8

The interwar years

World War I ended in 1918. Forced to make amends for its role as the aggressor in the war, Germany was thrown into economic disrepair in the years that followed. By contrast, nations such as Australia, the United States, Britain and France felt new hope following World War I. Economies boomed, production of consumer goods skyrocketed, and people had regular work and money to spend. However, this slowed down in the late 1920s when the world plunged into a severe economic hardship known as the Great Depression. Work became harder to find and businesses closed down. By 1939, the world would once again be at war.



Source 1 Today in Bamaga, Queensland, lie the remains of a Douglas DC-3 aircraft that crashed in 1945. Six men on board were travelling from Brisbane to Papua New Guinea for military purposes when the plane went down in Bamaga. None survived. While many of us think of World War II as having taken place in the European theatre of war, it in fact also played out in the Asia–Pacific region, reaching as far as Australia. This plane crash is just one example of the large impact that World War II had on Australia.

8A

What events defined the years between World War I and World War II?

Australia at war (1918–1945)

This unit is *mandatory*:

- The interwar years
- World War II (1939–1945).

It must be completed by all students.

8.1 The interwar years

In this topic, you will:

- outline events of the interwar years
- explore the political and geographical outcomes of the Treaty of Versailles.

World War I officially came to an end in November 1918. Just 21 years later, the world was at war once again when World War II broke out in 1939. This period of time between the wars is known as the 'interwar years'.

Many important developments took place during the interwar years. One of the most significant occurred just months after the end of the war, when the **Treaty of Versailles** was signed in June 1919.

The Treaty of Versailles

Treaty of Versailles
the treaty (binding agreement) that ended World War I; it forced Germany to accept responsibility for starting the war and to pay reparations (compensation)

In January 1919, the victorious nations of World War I met at the Paris Peace Conference in France to come up with a plan for rebuilding Europe and ensuring ongoing peace in the future. The leaders of 32 countries attended the conference, but negotiations were dominated by the leaders of four major powers:

- Prime Minister David Lloyd George of Britain
- Prime Minister Georges Clemenceau of France
- President Woodrow Wilson of the United States
- Prime Minister Vittorio Orlando of Italy.

Allies
the coalition of countries in opposition to the Central Powers in World War I; they included Britain, the Commonwealth, France and Russia, which were joined by the United States in 1917

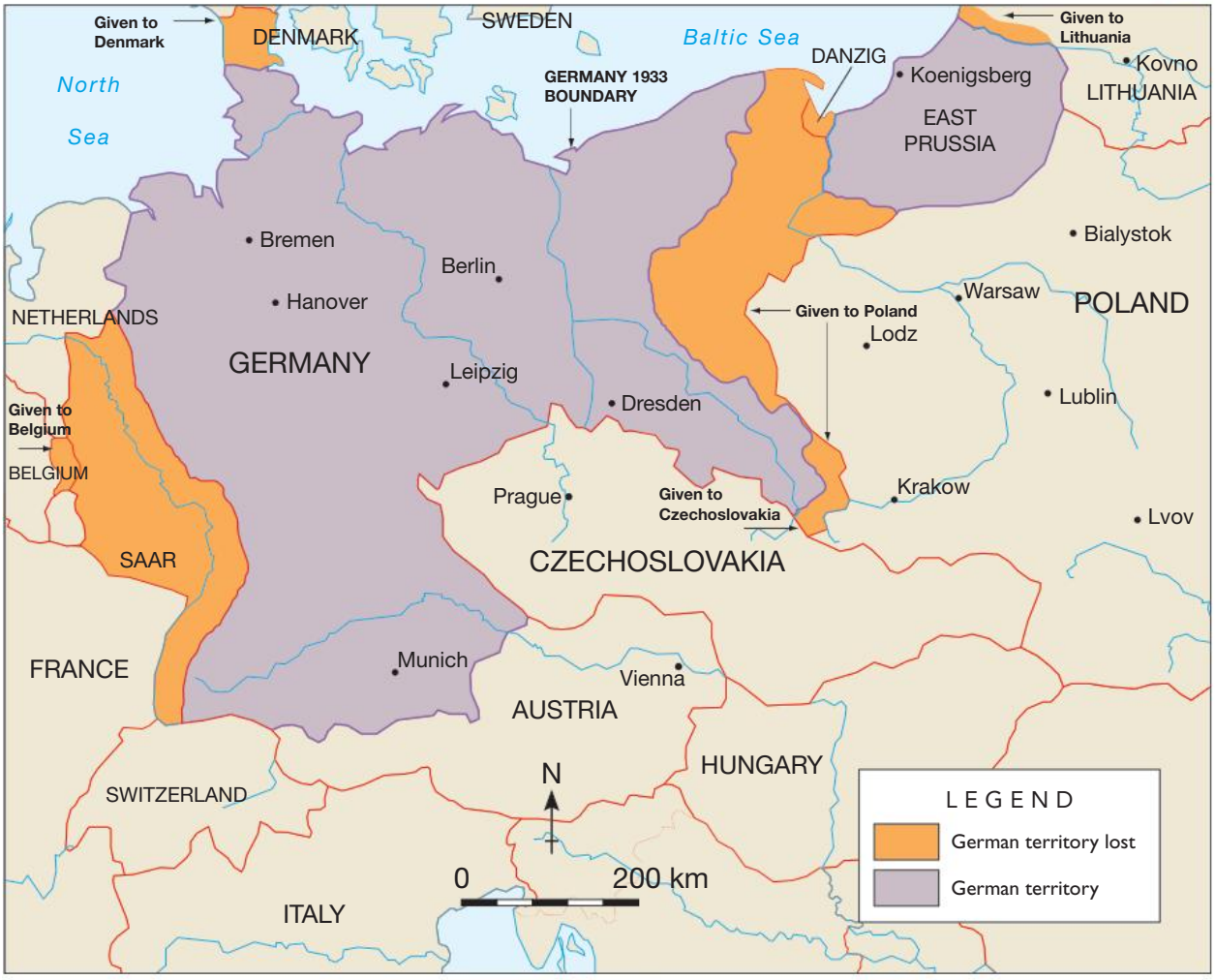
Each power approached the conference with different motivations. The British were focused on settling territorial disputes and maintaining hold of their colonial territories across the world. The French had suffered greatly during World War I, and wanted revenge and compensation for the damage done to their country. Clemenceau wanted to weaken Germany so that it would never be able to take up arms again. Wilson, on the other hand, wanted to achieve lasting peace – with a treaty that punished Germany, but not so harshly that it would one day want its own revenge. Finally, Italy had been promised large amounts of territory in exchange for joining the side of the **Allies** in 1915, and wanted to see this promise fulfilled.

Key skill worksheet
Determining historical significance: The Treaty of Versailles

Source 1 French Prime Minister Georges Clemenceau (left), American President Woodrow Wilson (centre) and British Prime Minister David Lloyd George (right) greet the crowd after signing the Treaty of Versailles on 28 June 1919.

After months of negotiations, the Treaty of Versailles was signed on 28 June 1919. While large sections of the German public were opposed to the terms of the treaty, German representatives at the negotiations knew that if they did not sign, Allied troops would invade Germany. With its army in ruins, Germany would be powerless to stop them.

GERMANY: TERRITORIAL LOSSES AFTER THE SIGNING OF THE TREATY OF VERSAILLES, 1919



Source 2 Source: Oxford University Press

The terms of the Treaty of Versailles

As part of the Treaty of Versailles, Germany was required to surrender large sections of its territory (see Source 2) and all of its overseas colonies (including the former German New Guinea, which was given to Australia).

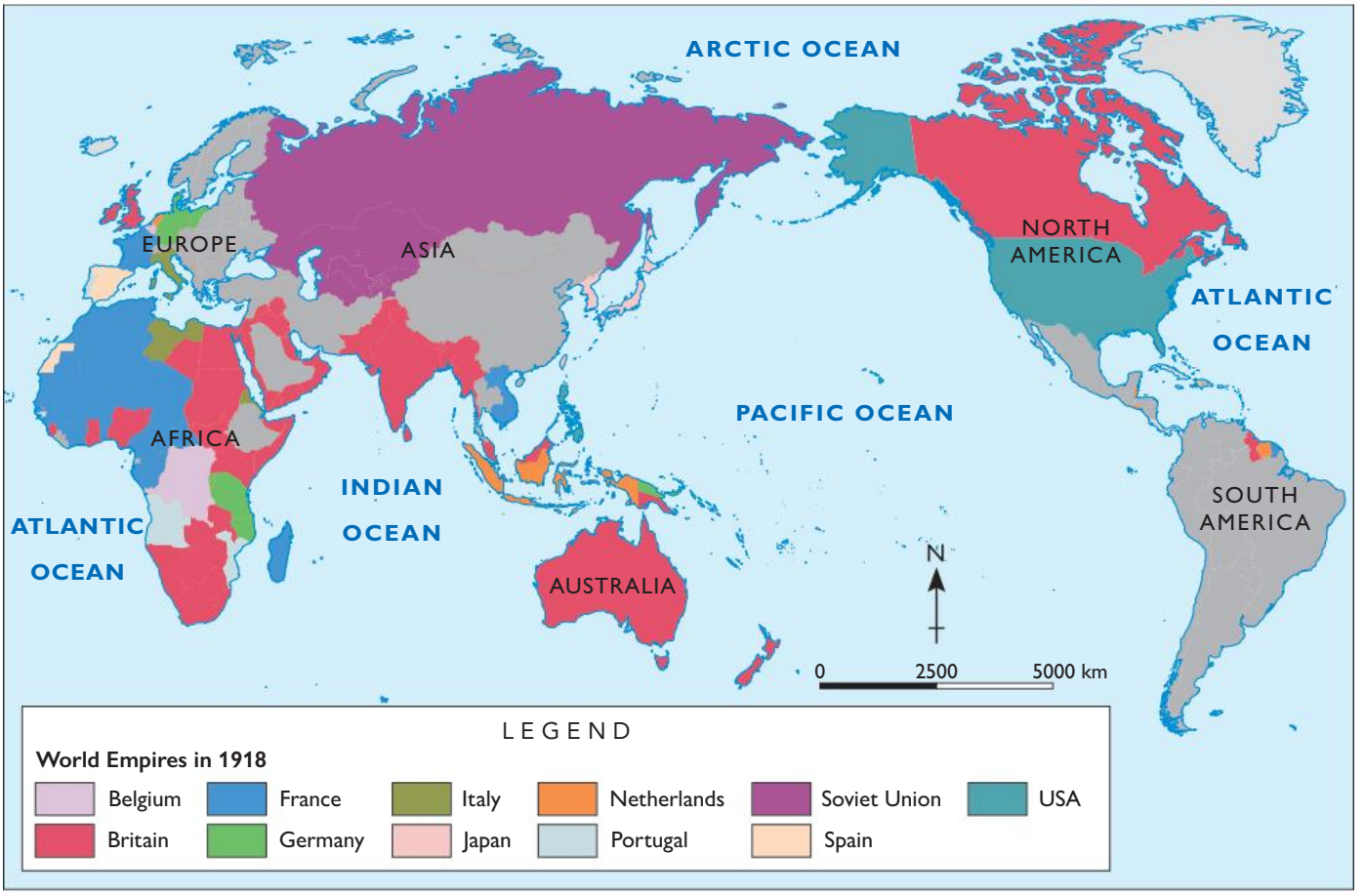
Under the terms of the Treaty, Germany was required to limit its army to 100 000 men, most of whom were volunteers. It was banned from having an air force, tanks, submarines or heavy artillery (large-calibre guns). Germany was also required to accept full responsibility for starting the war and forced to pay **reparations** to the Allies. It was agreed that Germany should pay an amount close to £7 billion (equivalent to around AU$670 billion today).

Germany's allies in the war were also punished by the treaty. For example, Austria-Hungary was also required to pay reparations to the Allies, and its empire was broken up. The borders of the Austro-Hungarian Empire were redrawn, and the territory lost was used to create the new nations of Czechoslovakia and Yugoslavia.

See, think, wonder

Look at Source 2.
- What do you see?
- What do you think?
- What do you wonder?

reparations
money paid by one country to another as compensation for damage, injuries and deaths it has caused during war



Source 3 Source: Oxford University Press

Source 4 The Council Chamber in the Palace of Nations in Geneva, Switzerland, headquarters of the League of Nations; the murals, by Catalan artist José María Sert, depict the progress of humanity, justice and international law.

Establishment of the League of Nations

The League of Nations was an international organisation formed at the Paris Peace Conference in 1919 to maintain world peace and prevent the outbreak of future wars by encouraging nations to negotiate with each other, rather than engage in military conflicts. The League of Nations had the power to order countries in conflict to discuss their differences at an assembly of member countries. Aggressors (countries that begin a conflict by attacking first) could be warned, punished with economic sanctions or threatened with military action. Forty-two countries (including Australia) joined the League of Nations. At its peak in 1935, there were 58 member countries. Although the idea for the League of Nations had been suggested by US President Wilson, the United States did not join. This was largely due to the reluctance of the American people to get involved in European affairs.

While the League of Nations had some early successes, it ultimately failed in its principal mission of preventing the outbreak of future wars.

Source 5 This political cartoon, *The Reckoning*, was created by English illustrator and cartoonist Bernard Partridge. It depicts 'Pan-German' – a term suggesting 'all Germans' – expressing shock at a newspaper headline stating that Britain is demanding just 10 billion marks in reparations from Germany, and saying: 'Monstrous, I call it. Why, it's fully [only] a quarter of what *we* should have made *them* pay if *we'd* won.' The cartoon was published in 1919, two months before the signing of the Treaty of Versailles, and before the amount of reparations had been decided. It is an attempt to persuade the British people that Germany should pay even more.

Source 6 This cartoon – *Peace and Future Cannon Fodder* by Australian political cartoonist Will Dyson – was published in 1920. It is highly critical of the harsh terms of the Treaty of Versailles. It shows Clemenceau, Wilson and Lloyd George leaving the Paris Peace Conference. Clemenceau, known as 'The Tiger', says: 'Curious! I seem to hear a child weeping.' The child shown represents the '1940 class' – the German children of the 1920s who will become 'cannon fodder' (soldiers likely to die) by 1940, when Dyson suggested the next war would start.

8.1 CHECK YOUR LEARNING

Review and understand

1 The Treaty of Versailles was signed on 28 June 1919.
   - a **Summarise** the restrictions placed on Germany by the Treaty of Versailles in terms of territory, the military and finance.
   - b **Explain** why the German people opposed many of the terms outlined in the treaty.
   - c **Suggest** why German representatives at the Paris Peace Conference signed the treaty despite so many Germans opposing it.

2 **Define** the League of Nations and explain why it was created.

Apply and analyse

3 **Compare** the different positions taken by the French Prime Minister and the US President at the Paris Peace Conference with regard to how Germany should be treated.

4 **Determine** who were most powerful world empires in 1918, using the map in Source 3. Explain your answer.

5 **Examine** Source 6 and complete the following tasks.
   - a **Identify** the three men shown in the cartoon. Why has the cartoonist chosen to show one man more prominently than the others?
   - b Who is the child supposed to represent, and why do you think they are shown naked?
   - c What comment is the cartoonist making in this source?

8.2 The Roaring Twenties

In this topic, you will:

» outline the social and economic changes that took place during the Roaring Twenties.

Although Germany suffered a severe economic downturn during the 1920s (as it struggled to meet the terms set out in the Treaty of Versailles), this decade was a time of great economic prosperity in many other parts of the world, including the United States, Britain, France and Australia. Economic prosperity, together with a new hope and optimism brought about by the end of war, resulted in a wide range of social changes and technological advances in this decade – hence the term 'the Roaring Twenties'.

During the 1920s, the production of cars and consumer goods (such as household appliances) rose dramatically. Automated methods of mass production (using machinery and assembly lines) meant that large volumes of cars and a wide range of goods could be produced more quickly and efficiently. As a result, these items were no longer luxury products that could only be bought by the rich. For the first time since World War I, people had regular work and money to spend. Advertising campaigns encouraged ordinary people to buy these new labour-saving appliances, with toasters, vacuum cleaners (see Source 7) and refrigerators in high demand.

Source 7 An advertisement for Electrolux vacuum cleaners from the 1920s

In Australia, electric lighting was installed in many homes for the first time in the 1920s, although a large number of houses did not have power points. Electrical appliances such as vacuum cleaners, fridges and irons became available in the 1920s, but their use did not become widespread until the 1940s. Cars were mostly imported from overseas until Ford and General Motors established themselves in Australia in 1925. In 1921, there were just under 100 000 cars registered in Australia. By 1939, this had risen to over 560 000. By comparison, there were 26 201 400 cars registered in the United States by 1939.

Another influential innovation of the time was the radio, which became the first mass broadcasting medium. The advertising industry grew rapidly as companies began to deliver their sales pitches over the airwaves to families who gathered nightly around the radio. Radio also helped bring in the **Jazz Age** of the 1920s. Originating in Black communities in New Orleans around the turn of the century, jazz became an international phenomenon, thanks to radio broadcasts. Australia's first radio station, using the call-sign 2SB, went to air on 23 November 1923. It was later renamed 2BL, then 702 ABC.

Jazz Age
a period in the 1920s, noted for general prosperity, when jazz music became a major cultural form

The Hollywood motion-picture industry also emerged during the 1920s. Silent films had been popular for some years, but in 1927 the first 'talking picture' (or 'talkie') was released. *The Jazz Singer* was the first motion picture to feature synchronised sound and spoken words. It revolutionised the film industry. By 1930, over 100 million Americans were going to the movies every week. Actors and actresses such as Charlie Chaplin, Greta Garbo and Rudolph Valentino became the first 'movie stars' and were recognised all over the world.

Fashion in the 1920s celebrated youth and freedom. Women in particular saw changes in the way they could present themselves publicly. A boyish 'flapper' style became popular, with daringly short skirts (showing the knees), and waistlines slung low on the hip (see Source 8). Women covered their short cropped hair under tight bell-shaped hats; and they danced,

Quiz me!
A quick quiz on the Roaring Twenties

smoked and drank alcohol in public. They also went out without chaperones (adults who supervised young unmarried women during social events), flaunting their disregard for more traditional codes of behaviour. This behaviour outraged more conservative elements of Australian society, and churches called for a return to traditional family values. In many ways, flappers were rebelling against the social expectations that had been placed upon them during the war and shaking off traditional expectations of women that were common at the time.

During the war, the range and variety of jobs available to women had grown. In the 1920s, for the first time many girls leaving high school now expected to work. Pay rates for women, however, were still half those of men. Male-dominated trade unions argued that if they supported females, they would be putting the hard-working men of Australia out of work. The government was also generally opposed to the working ambitions of women. There was still a common perception that a woman's primary responsibility was to maintain the home and raise children.

Source 8 A group of 'flappers' showing off fashion trends popular during the 1920s

The 1920s may have been a time of prosperity for non-Indigenous Australians, but many Aboriginal and Torres Strait Islander people suffered hardship and turmoil from government policies of **protection** and **assimilation**. This involved the forced segregation of Aboriginal and Torres Strait Islanders on Missions and Reserves, and the forced removal of children from their families.

protection
a government policy introduced in Australia in the 1850s, designed to give the government extensive power over the lives of Aboriginal and Torres Strait Islander peoples (including the regulation of where they lived and worked, who they married and what languages they spoke)

assimilation
the process by which a minority group adopts the language and customs of a dominant population; in the mid-1900s assimilation of Aboriginal and Torres Strait Islanders into white society became official government policy in Australia

8.2 CHECK YOUR LEARNING

Review and understand

1 **Describe** the types of changes that took place during the 1920s that led to the use of the term 'the Roaring Twenties.'

2 **Identify** the name given to films that featured synchronised sound and spoken words. What effect did these movies have on the film industry?

Apply and analyse

3 Was the economic prosperity of the 'Roaring Twenties' experienced by all nations around the world? **Justify** (give reasons for) your answer.

4 **Examine** Source 7 and complete the following tasks.

a **Suggest** one way in which the availability of this product would have changed the lives of ordinary people at the time.

b **Compare** this source with a modern advertisement for a vacuum cleaner.

5 **Examine** Source 8 and complete the following tasks.

a **Describe** the appearance of a typical 'flapper'. In what ways did this style of dress differ from more traditional women's fashions of the time?

b **Explain** why the behaviour of many 'flappers' was considered by some to be outrageous. Why do you think they chose to act in this way?

Evaluate and create

6 The 1920s saw the rapid growth of the automobile industry. What effects do you think this growth had on people's everyday lives (and on society in general)? **Create** a 'cause and effect' flow chart to show your answer.

7 Conduct some research into the major technological innovations of the 1920s. **Create** a cartoon that highlights the major changes and advances brought about by the availability of new technologies.

8.3 The Great Depression

In this topic, you will:

» explain the impact of the Great Depression on Australia.

Great Depression
a period of severe economic downturn between 1929 and 1934 that affected most countries around the world

In the late 1920s, the world economy began to slow. Work became harder to find and companies that were producing large quantities of consumer goods could no longer find people to buy them. Quickly, prices for mass-produced consumer goods and agricultural staples (such as crops, timber and wool) dropped worldwide, and unemployment began to rise in many industrialised nations. It is possible that these problems may have been overcome had they not been followed by the collapse of the New York Stock Exchange in 1929. The combination of these events plunged the world into a period of severe economic downturn and hardship known as the **Great Depression**.

Throughout the 1920s, the New York Stock Exchange had been a popular place for people to invest their money, because shares could be bought on credit (that is, using borrowed money) and sold for a profit when the prices of the shares rose. By the late 1920s, so many investors were involved in this type of trading that share prices became inflated and were pushed to unreasonable highs. When a number of shareholders began to lose confidence in the market and sell their shares, prices fell rapidly and the market crashed. Many investors, stockbrokers and business owners lost everything.

Key skill worksheet
Analysing cause & effect: The Great Depression

As confidence in the economy evaporated, businesses closed down and unemployment grew. Workers lost their jobs or their wages were severely slashed. As a result, they bought less, which then led to further cutbacks in production and jobs. Governments seemed powerless to stop their economies spiralling out of control, and poverty spread.

Australia and the Great Depression

During the 1930s, the Australian economy was heavily dependent on overseas countries, particularly Britain. When the American economy collapsed in 1929, two-thirds of world trading ceased. Almost overnight, around 50 000 Australians found themselves unemployed. By 1932, around 32 per cent of all Australians were out of work.

Source 9 A family living in a shanty town in Sydney during the Great Depression

The Great Depression's impact on Australian society was devastating. Without jobs or a steady income, many people lost their homes and were forced to live in substandard housing. Shanty towns, built from discarded materials on waste ground, sprang up on the edges of major cities.

Many men took to the roads in search of jobs such as fruit picking or cattle mustering. Often, children and women became the main breadwinners, as they were cheaper to employ. Soup kitchens and charity groups did their best to feed the starving and destitute, but many people went without. Soldiers who had returned home to Australia after fighting in World War I just over a decade earlier were often hit the hardest. Many were still recovering from the traumas of their wartime experiences. Without work, families broke down and a number of ex-soldiers became homeless. During this time, the suicide rate among returned soldiers increased dramatically.

The susso

The government provided relief to the unemployed in the form of sustenance payments – more commonly known as the 'susso'. By 1932, more than 60 000 people depended on the susso merely to survive. It was only granted to the truly destitute – those who had been unemployed for a sustained period of time, and had no assets or savings.

The susso was given in the form of food rations (such as bread and potatoes) or coupons. It became the subject of a popular children's rhyme from the time (see Source 10).

Analyse this!
Weevils in the Flour: An Oral Record of the 1930s Depression in Australia

Source 10

We're on the susso now,
We can't afford a cow,
We live in a tent,
We pay no rent,
We're on the susso now.

An Australian children's rhyme from the Great Depression

Source 11

People were forced into all sorts of tricks and expediencies to survive, all sorts of shabby and humiliating compromises. In thousands and thousands of homes, fathers deserted the family and went on the track [became itinerant workers], or perhaps took to drink. Grown sons sat in the kitchen day after day, playing cards, studying the horses, and trying to scrounge enough for a three-penny bet, or engaged in petty crime … mothers cohabited with male boarders who were in work and might support the family, daughters attempted some amateur prostitution and children were in trouble with the police.

A survivor of the Great Depression reflects on the hardship, in Wendy Lowenstein, *Weevils in the Flour: An Oral Record of the 1930s Depression in Australia*, 1998

Source 12 A line of men receiving food handouts during the Great Depression in Australia in the 1930s

8.3 CHECK YOUR LEARNING

Review and understand

1. **Explain** how the collapse of the New York Stock Exchange affected the world economy at the end of the 1920s.
2. **Describe** the impact of overseas events on jobs in Australia.
3. **Explain** what the 'susso' was and who qualified to receive it.

Apply and analyse

4. Who was hit the hardest by the Great Depression in Australian society? **Justify** (give reasons for) your answer, using evidence.
5. Read Source 11 carefully. **Determine** (decide) what the author means by the 'shabby and humiliating compromises' people were being forced to make.
6. **Examine** Source 12. What evidence does the source provide about the circumstances faced by typical Australians during the Great Depression?

CHAPTER 9

World War II (1939–1945)

World War I was called 'the war to end all wars', yet only 20 years after it ended the world was again plunged into war. World War II was fought from 1939 to 1945 in almost every part of the globe. Battles were fought between two military alliances: the Allies – including France, Britain, the Commonwealth, the United States and the Soviet Union – and the Axis Powers – including Germany, Italy and Japan.

Although the official numbers of those killed and wounded are impossible to confirm, it is clear that World War II was responsible for a devastating loss of life. Historians estimate that between 60 million and 85 million people died, with at least 40 million of those killed being civilians. Among the dead were around 6 million Jews murdered by Nazi forces under the command of German dictator Adolf Hitler. This systematic persecution and murder of Jews became known as the Holocaust. It remains one of the most significant events of World War II.

Source 1 Australian soldiers train with fixed bayonets in southern England in June 1940, shortly after arriving from Australia.

9A

What were the causes of World War II and what course did it take?

9B

What were some of the most significant events of World War II?

9C

How did World War II affect the lives of Australians and Australia's international relationships?

9.1 World War II: a timeline

Sequence this!
Key events in World War II

A Jewish-owned shopfront after *Kristallnacht*

30 January 1933
Hitler becomes Chancellor of Germany, leading the National Socialist German Workers Party (better known as the Nazi Party).

9–10 November 1938
A series of attacks take place on Jewish homes, businesses and synagogues across Germany and Austria. The attacks become known as *Kristallnacht* (Night of the Broken Glass).

1919 1933 1938 1939 1940 1941

1919
The Paris Peace Conference is held and the Treaty of Versailles is signed, leaving Germany humiliated.

1 September 1939
Germany attacks Poland and German troops cross the border, causing Britain and France to declare war on Germany. All countries in the British Empire, including Australia, also declare war on Germany.

1940
France, Belgium, Norway, Denmark and the Netherlands fall to Germany. The Dunkirk evacuation takes place.

The signing of the Treaty of Versailles in 1919

USS Arizona sinking in Pearl Harbor – the United States enters the war the next day.

Source 1 A timeline of some key events and developments relating to World War II

OXFORD UNIVERSITY PRESS

Adolf Hitler touring the French capital, Paris, in June 1940 – one year before invading the Soviet Union

The Kokoda campaign

An aerial view of Hiroshima, Japan, after the atomic bomb was dropped

22 June 1941
Operation Barbarossa (the German invasion of the Soviet Union) begins.

July–November 1942
The Kokoda campaign is fought between Australia and Japan in Papua.

8 May 1945
VE (Victory in Europe) Day marks the end of the war in Europe.

6–9 August 1945
The United States drops two atomic bombs on the Japanese cities of Hiroshima (6 August) and Nagasaki (9 August), leading to Japan's surrender.

1942 | 1944 | 1945

19 February 1942
The Japanese bomb Darwin. Australia is put on a 'total war' footing.

6 June 1944
The D-Day landing of Allied troops in Europe takes place.

30 April 1945
Hitler commits suicide in Berlin, leading to the surrender of Germany.

15 August 1945
VP (Victory in the Pacific) Day marks the end of the war in the Pacific.

December 1941
The Japanese attack Pearl Harbor and Singapore. The war in the Pacific begins.

9.1 CHECK YOUR LEARNING

Review and understand

1. **Identify** the year in which Hitler became Chancellor of Germany.
2. **Identify** when Britain and France declared war on Germany.
3. **Identify** when Darwin was bombed by the Japanese.

Apply and analyse

4. **Suggest** one way that the Paris Peace Conference may have contributed to the beginning of World War II.
5. a **Identify** the event that initiated the Pacific War.
   b Without doing any further reading, **distinguish between** the war in Europe and the Pacific War, and give reasons for your response.
6. **Calculate** how long the Pacific War lasted.

9.2 Causes of World War II

In this topic, you will:

» explore the long-term causes and short-term triggers of World War II.

Allies
the coalition of countries in opposition to the Central Powers in World War I; they included Britain, the Commonwealth, France and Russia, which were joined by the United States in 1917

armistice
a formal agreement during a war to stop fighting and discuss making peace

Central Powers
the coalition of countries in opposition to the Allies in World War I; they included Germany and Austria-Hungary, which were joined by the Ottoman Empire in November 1914

reparations
money paid by one country to another as compensation for damage, injuries and deaths it has caused during war

hyperinflation
extremely rapid and uncontrolled inflation (price rises); Germany experienced hyperinflation from 1921 to 1924, during which time prices rose so rapidly that money was effectively worthless

Think, pair, share

Look at the disputed areas in Source 4.

- Think about the Treaty of Versailles and the punishments imposed upon Germany.
- Discuss your ideas with a partner.
- Share your thoughts with the class.

The fighting of the 'Great War' came to an end in late 1918, as the **Allies** – who had been bolstered by American troops and resources from 1917 – found success on the Western Front. Faced with imminent invasion, Germany signed an **armistice** in a railroad car outside of Compiègne, France. This took effect at the 11th hour on the 11th day of the 11th month of 1918, thus ending what would become known as World War I.

Just 20 years later, Europe was once again at war. At the time, many people blamed the outbreak on those who had negotiated the terms of peace at the end of World War I. In particular, they blamed the treaty (binding agreement) that Germany was forced to sign – the Treaty of Versailles. The reality was more complex than that, however; and many short- and long-term factors contributed to the outbreak of conflict in 1939.

The Treaty of Versailles

In January 1919, 32 countries sent representatives to the Paris Peace Conference – at the Palace of Versailles, outside Paris – to negotiate the terms of surrender for the defeated **Central Powers**. The months of tense negotiations were dominated by the four major powers (see Source 2). The Treaty of Versailles, which was signed on 28 June 1919, brought World War I to an end. It imposed a series of harsh terms on Germany (see Source 3), and forced Germany to accept responsibility for starting the war.

Source 2 (From left) British Prime Minister David Lloyd George, Italian Prime Minister Vittorio Orlando, French Prime Minister Georges Clemenceau and US President Woodrow Wilson – known as the 'Big Four' – in Paris during negotiations for the Treaty of Versailles

Source 3 Key outcomes of the Treaty of Versailles

• Germany had to pay **reparations** in the amount of 132 billion gold marks or £7 billion – equivalent to roughly AU$670 billion today.
• Germany's army was limited to 100 000 men, conscription was banned, the German air force was disbanded, and the production of weapons and ammunitions in German factories was limited.
• German territory was given to neighbouring nations, such as France, Denmark, Belgium and Poland. Germany's allies in the war were also punished, e.g. the borders of the Austro-Hungarian Empire were redrawn in order to create Czechoslovakia and Yugoslavia (see Source 4).
• German colonies were divided between the Allies – including Australia, which claimed German New Guinea and Nauru.
• The League of Nations was established – an organisation formed with the aim of preventing another war and maintaining world peace by settling disputes between nations through negotiation (see the key concept box on the next page).

The terms of the Treaty of Versailles were devastating for Germany, both politically and economically. They created a weak and unstable economy, with mass unemployment and **hyperinflation**. Over time, this led to a sense of resentment and bitterness among the German people. Many of them felt that they had been unfairly treated. This resentment was exploited by a number of German politicians during the 1920s and 1930s.

In addition, the treaty alienated some of the Allies. For example, Italy was outraged that it received few benefits for joining the Allies.

EUROPE: BORDERS AFTER THE TREATY OF VERSAILLES

Source 4

Source: Oxford University Press

The Treaty of Versailles also sowed the seeds for the Pacific War. Japan was permitted to keep Chinese territory it had seized from Germany during the war. However, Japan unsuccessfully tried to introduce a 'racial equality' clause into the treaty. The clause was opposed by Britain and Australia in particular. Japan's failure to ensure its equality with the other powers contributed to the breakdown in Japan's relations with the West, and the rise of Japanese **nationalism** and **militarism**.

nationalism
a sense of pride in and love of, one's country; also the idea that one nation's culture and interests are superior to those of another nation

militarism
a focus within a country on boosting the strength of the military by growing the armed forces and increasing spending on military equipment

The League of Nations

KEY CONCEPT
Significance

The League of Nations was established in 1920 as a result of the Treaty of Versailles. It was the first international organisation formed to maintain world peace and prevent the outbreak of future wars by encouraging nations to negotiate with each other rather than engage in military conflicts. At organised hearings, aggressive countries could be warned, punished with economic sanctions or threatened with military action. Forty-two countries, including Australia, joined the League of Nations.

The League of Nations had no armed forces of its own, and little power to force members to comply with its decisions. It had some minor successes in the 1920s, such as resolving territorial disputes between some countries in Europe, but it failed in its central aim of preventing another world war. By 1939, Japan, Germany, Italy and the Soviet Union had all left the League.

Despite its failure, the League of Nations is still considered to be significant in history because it laid the foundations for the formation of the United Nations at the end of World War II (see topic 9.16 on page 317).

For more information on this key concept, refer to page 225 of 'The history toolkit'.

Key skill worksheet
Communicating & reflecting: Political ideologies

fascism
a way of organising a society in which a government ruled by a dictator has complete power over the lives of the people, commerce and industry, and in which any criticism of or opposition to the government is suppressed by force

communism
a way of organising a society in which the means of production are publicly owned and goods are distributed equally according to need

antisemitism
prejudice, hatred or discrimination against Jews

socialists
people advocating socialism; a political and economic theory that promotes the public ownership of a nation's resources and means of production by all citizens; under socialism, all citizens share equally in economic resources, as allocated by a democratically elected government

Increasing resentment

Following the end of World War I in 1918, a new democratic government, known as the Weimar Republic, took power in Germany. Even though this government had no choice in the matter, many Germans blamed it for agreeing to the terms of the Treaty of Versailles, and it was very unpopular with the people.

The new government also had serious economic problems to deal with. The Great Depression (see topic 8.3 on page 254) had a severe impact on Germany, with mass unemployment, record price rises and a fall in the standard of living.

As a result of these tough economic and political conditions, several political movements and ideologies became popular in Europe and Asia, including nationalism, militarism, imperialism, **fascism** and **communism**. These movements emphasised strict government control and military power, and were quick to take hold in countries such as the Soviet Union, Italy, Japan and Germany.

The rise of Hitler

In 1920, a fascist group formed in Germany called the National Socialist German Workers' Party – better known as the Nazi Party. Adolf Hitler, who was elected chairman of the party in 1921, had fought with the German army in World War I and, like most Germans, resented the restrictions placed on Germany by the Treaty of Versailles.

Hitler was a strong and charismatic leader, supported by a small, powerful inner circle of people. The Nazi ideology was built on German nationalism, anticommunism, imperialism, **antisemitism**, and the idea that ethnic Germans were racially superior to all other races. Nazis also believed in the 'stab-in-the-back myth'. This was the idea that Germany was not defeated in World War I on the battlefield, but was betrayed by **socialists** (creating the Weimar Republic) and Jews living in Germany.

The Nazi Party attempted to seize power in 1923 in Munich in an uprising known as the 'Beer Hall Putsch'. This uprising failed, and the ringleaders, including Hitler, received short prison sentences. After this incident, Hitler was determined to win power legally at the ballot box. In November 1932, the Nazi Party received 37.3 per cent of votes – more than any other party, but not a majority. Due to his popularity, Hitler was appointed Chancellor of Germany in 1933 after negotiating a deal with other leaders.

The Third Reich

After coming to power, Hitler began putting his beliefs into practice. The period of his rule became known as the **Third Reich**. During this time there was little or no personal freedom. People were encouraged to report on friends, neighbours and even family members suspected of disloyalty to the regime. **Propaganda** and large, well-organised rallies were used to convince citizens of the legitimacy of the regime and to silence critics. Punishments were severe, and often involved torture and imprisonment. Jews were the primary targets of Nazi persecution. Other targets included writers, artists, playwrights, university professors and others traditionally associated with free thinking.

Source 5 Members of the Nazi Party display their strength at the 1933 Nuremberg Rally.

Ceremonies, uniforms, symbols, marches, music and rallies were used by the Nazis to create a sense of belonging and show strength. There was a particular attempt to gain the support of young people through organisations such as Hitler Youth and the League of German Girls. The huge Nuremberg rallies held in the 1920s and 1930s played an important role in gaining popular support for the Third Reich (see Source 5).

Third Reich
third regime, or third empire; the First Reich dated from 962 CE to 1806; the Second Reich was Imperial Germany (1871–1918); and Nazi Germany (1933–45) was described by Hitler as the Third Reich

propaganda
information or material that attempts to influence the behaviour or opinions of people within a society

Source 6 Nazi propaganda posters showing the swastika and the eagle (both symbols of the Third Reich); these posters were used at the Nuremberg rallies, called *Reichsparteitag*, meaning 'Reich Party Convention'. Held in 1923, 1927, 1929 and annually between 1933 and 1938, these rallies celebrated the Third Reich. The text on the left-hand poster reads: 'German unity – German power'.

Key skill worksheet
Analysing cause & effect: World War II

9.2 CHECK YOUR LEARNING

Review and understand

1 **Outline** three of the conditions imposed on Germany by the Treaty of Versailles.
2 **Identify** when the League of Nations was formed and outline the reasons for its creation.
3 **Explain** why the Weimar Republic was unpopular in Germany in the 1920s.
4 **List** two ways in which the Third Reich restricted personal freedom.
5 **Describe** the process by which the Nazis created a sense of belonging among German people.

Apply and analyse

6 Even though the League of Nations ultimately failed, many historians still consider its formation to be a significant historical event. **Propose** two reasons why this is so.
7 **Apply** the concept of cause and effect to explain how different political ideologies such as fascism became popular at this time.
8 Which cause of the war do you think was the most important? **Justify** (give reasons for) your answer.
9 **Examine** the propaganda posters in Source 6.
   a What impression do they create of the Nazi regime and the Third Reich?
   b What aspects of the posters (such as signs, symbols, colours) help to create this impression?
   c **Explain** the context of these posters.

Evaluate and create

10 Use the information in this topic to **create** a timeline showing the events that took place between 1918 and 1938.

9.3 Significant individual: Adolf Hitler

In this topic, you will:

» outline key events in the life of Adolf Hitler.

For generations, the name Adolf Hitler has been linked with the idea of 'evil' and an 'authoritarian **dictator**'. It is important to understand how Hitler exploited the democratic processes in Germany to seize unparalleled power and impose his ideology on the world.

dictator
a political leader who has complete power over a country, especially one who has gained it using military force

Early life

Hitler was born in the town of Braunau (present-day Austria) in 1889. He was very close to his mother, Klara, but is said to have had a bad relationship with his father, Alois, who worked in the Austrian public service and died when Hitler was 13. Hitler showed early academic promise in primary school, but dropped out of secondary school at 16 and went to Vienna to become an artist.

During his time in Vienna, Hitler was a drifter. He was twice rejected by the Academy of Fine Arts. Historians debate whether Hitler already held antisemitic views before he moved to Vienna, or whether his experiences there caused him to look for others to blame and inspired his hatred of Jewish people.

During World War I

Despite his Austrian birth and his father's position, Hitler became a strong believer in German nationalism. He evaded **conscription** into the Austro-Hungarian army by travelling across the border to Munich, where he enlisted in the German army in 1914. He served as a message runner on the Western Front – a job that was considered 'safe'. Nevertheless, he was wounded in October 1918, and was in hospital at the time of the armistice (ceasefire). He passionately opposed the armistice and believed that Germany should never have surrendered. This influenced his later ideology. During the war, Hitler's superiors thought he lacked leadership skills, so he was never promoted beyond the rank of corporal.

conscription
the compulsory recruitment of people to serve in the armed forces, often during times of war

Source 7 Hitler salutes members of the Nazi Party, Nuremberg, 1927.

Key influences and ideas

Key skill worksheet
Determining historical significance: Adolf Hitler

Hitler was influenced by a number of competing ideologies, such as German nationalism, ideas of 'racial purity', anticommunism and – arguably most importantly – by antisemitism. Antisemitism existed in German society, and in other European countries, long before the Nazi Party came to power in 1933. In fact, it can be traced back as far as the ancient world. Hitler's political career began in 1919 when he joined the German Workers' Party (DAP), a small group of extreme nationalists and antisemites who saw their role as trying to convince the German people that Jews were primarily responsible for Germany's plight. In July 1921, he took over the leadership of the party. It had been renamed the National Socialist German Workers' Party (NSDAP), or Nazi Party.

The Nazis wanted to make Germany great again after its defeat in World War I. As part of this goal, they used pseudo-scientific theories about race that have since been discredited. These theories divided the human race into a hierarchy of distinct racial groups. The nationalist movement and the pseudo-scientific **eugenics** movement (see topic 9.7 on page 280) influenced their thinking. The Nazis believed that 'Aryan' Germans were a 'master race', destined to rule the world. Jews were seen as the single most dangerous threat to this plan because of their supposed racial differences, economic power and social values.

eugenics
the belief in (and practice of) 'improving' the genetic qualities of the human race by discouraging people with 'genetic defects' or 'negative genetic traits' (characteristics) from reproducing and/or encouraging people with 'positive genetic traits' to reproduce

The Nazis used antisemitic propaganda to influence the German public. Jews everywhere were portrayed as acting as a single unit. Antisemitism was emphasised as a 'racial' prejudice rather than a religious one.

In order to achieve an 'Aryan' society, other races considered by the Nazis to be 'weak' or 'polluting' were to be removed. In addition to Jews, these groups included Sinti and Romani peoples (often referred to as 'gypsies') and Slavs (Polish and Russian people), as well as non-racial groups such as people with disabilities, Jehovah's Witnesses, communists and those who did not conform to traditional heterosexuality. Nazi persecution of these groups was widespread, but Jews in particular were made scapegoats for many of Germany's problems.

Rise to power

The Nazi Party's first attempt to seize power in 1923 was a disaster. Hitler was charged with treason (betrayal of country), but received friendly treatment from the court. In his defence he claimed honourable and nationalistic motives. The judge allowed Hitler to discuss his ideas in court, with few restrictions. He eventually served only eight months in prison, enjoying many privileges – such as daily visits from friends and family, and no forced labour. Hitler used this time to write *Mein Kampf* ('My Struggle'), a book outlining his ideology, experiences and plans for the Nazi Party.

On his release from jail, Hitler decided that the Nazis should try to gain power by exploiting the political system rather than attacking it. His party gained a small number of seats in the Reichstag (the German legislative assembly) during the 1920s, but it was the **Great Depression** that gave the party its real opportunity, as Hitler spoke of strengthening the economy and providing jobs.

Great Depression
a period of severe economic downturn between 1929 and 1934 that affected most countries around the world

By 1932 the Nazi Party was the largest single party in the Reichstag. Hitler was appointed Chancellor of Germany in January 1933 by President Hindenburg.

When the Reichstag caught fire in February 1933, Hitler was granted emergency powers through the *Enabling Act 1933* – effectively, this provided him with the ability to eventually remove opposition parties and cement himself as a dictator. After Hindenburg's death in 1934, Hitler combined the roles of Chancellor and President, making himself the *Führer* (supreme ruler) of Germany. Hitler's government then began implementing many of the plans and policies described in *Mein Kampf*, a number of which directly violated the restrictions imposed

*

I used to think, now I think
Reflect on your learning about the influence of pseudo-scientific theories on the Nazi Party and complete the following sentences.
- I used to think ...
- Now I think ...

What has changed in your understanding?

by the Treaty of Versailles. These included the expansion of the military, reintroduction of conscription, expansion of Germany's borders, systematic persecution of the Jewish community, and compulsory sterilisation for many Jewish and Sinti/Roma people, as well as those with disabilities.

For the first three years of World War II, Hitler's popularity remained strong. However, in 1942 Germany suffered severe military losses and German cities were regularly bombed by the **Allied Powers**. Some Germans began to turn against Hitler. There were at least 17 recorded assassination attempts against him and many more were rumoured to have occurred. Hitler gradually withdrew from public life and directed operations from his underground 'bunker' in Berlin.

Hitler took his own life as the Soviet army overran Berlin on 30 April 1945.

Allied Powers
the coalition of countries in opposition to the **Axis Powers** in the World War II; they included Britain, the Commonwealth and France, which were joined by the United States and the Soviet Union in 1941

Axis Powers
the coalition of countries in opposition to the Allied Powers in World War II; they included Germany, Italy and Japan

Source 8 Hitler delivering a speech in Germany, 1940 – he was known to be a powerful public speaker, which helped spread his popularity.

Worksheet
Significant wartime leaders

9.3 CHECK YOUR LEARNING

Review and understand

1. In your own words, **define** the 'Great Depression'.
2. **Identify** Hitler's nationality.
3. **List** four facts about Hitler's childhood and teenage years.
4. **Summarise** Hitler's experience during World War I, including:
   - which job he performed in the German army
   - why he was never promoted beyond the rank of corporal.
5. **Describe** some of the key characteristics of Hitler's ideology.

Apply and analyse

6. What special treatment did Hitler receive when he was tried for treason after the Nazi Party's first attempt to seize power in 1923? **Propose** two reasons why this may have been the case.
7. **Explain** how the Great Depression helped Hitler and the Nazis rise to power.
8. **Explain** how Hitler exploited the democratic process to seize power.

Evaluate and create

9. Conduct a class debate on the following topic: 'Hitler himself was not personally significant. Any dictator could have seized power in Germany at that time.'

9.4 The course of the war in Europe

In this topic, you will:

» identify key events in the European theatre of war.

On 1 September 1939, Germany invaded Poland. Britain and France abandoned the policy of **appeasement** that had been employed in the hopes of avoiding another war (see Rich task 9A on page 278). Both nations – including British colonies and dominions, such as Australia – declared war on Germany in September 1939.

appeasement
a policy adopted by Britain and France towards Germany from the mid-1930s until 1939; it was designed to avoid a second world war by granting certain allowances to Hitler and the Nazi government

Initial German success

The German invasion of Poland was the first example of what became known as ***Blitzkrieg*** tactics. These tactics involved the use of coordinated air and land forces to quickly overrun the enemy, followed by slower-moving ground forces – often using horse-drawn transport – that 'mopped up' the shattered defenders and occupied their territory.

Despite the British and French commitment to support Poland, the speed of the German advance made it virtually impossible for either power to offer practical military support. By the end of September, Poland was divided between Nazi Germany and the Soviet Union (which had invaded Poland from the east on 17 September 1939).

Blitzkrieg
a German term meaning 'lightning war'; a military tactic adopted by German forces during World War II that involved launching sudden, intense attacks on enemies using fighter aircraft and tanks followed by the advance of ground troops

The 'Phoney War'

The period after the German invasion of Poland is known as the 'Phoney War'. Although Germany, Britain and France were officially at war from October 1939, there were no major battles until April 1940. While there were some sea battles during this time, Britain and France did not attack Germany on land; instead the British built up their strength and prepared to defend France against German attack. The Phoney War ended in April 1940, when Germany attacked and defeated Denmark and Norway.

For the first two years of the war, Nazi Germany and its allies enjoyed considerable military success. In a series of military campaigns, it used new tactics and equipment to establish an empire that stretched from the English Channel to the Soviet Union; from Norway to the African countries of Algeria and Libya.

Analyse this!
Adolf Hitler at the Eiffel Tower

The Battle of France

In May 1940, Germany invaded the Low Countries (Belgium, the Netherlands and Luxembourg) and France using *Blitzkrieg* tactics. Despite outnumbering the Germans, the Allied forces were unable to deal with the speed of the German attack. The British Government evacuated 338 000 British and French troops from the port of Dunkirk, in northern France (see Source 10 on the next page). On 22 June 1940, France surrendered, although some military units outside France rejected the surrender and continued fighting Germany as the **Free French Forces**.

Free French Forces
a resistance organisation founded by French General Charles de Gaulle in 1940, committed to fighting the Axis Powers

Source 9 Adolf Hitler at the Eiffel Tower in Paris, following the fall of France in 1940

Blitz
a term used to describe a period during World War II when major cities across Britain were the target of sustained bombing campaigns by the German air force

siege
a military strategy to weaken an area by cutting it off from the outside world

Source 10 In May–June 1940, more than 300 000 Allied troops were cut off by the German army and were evacuated from the French port of Dunkirk. This event became known as the Dunkirk evacuation (see the chapter review on page 323).

Source 11 German bombers during the Battle of Britain, 1940

Source 12 Australian troops, nicknamed the 'Rats of Tobruk', occupy a frontline position. (AWM 041790)

The Battle of Britain

Germany turned its attention to defeating Britain, with a military operation called Operation Sea Lion. The plan for an invasion required the *Luftwaffe* (German air force) to destroy Britain's Royal Air Force, before a combined land and sea assault could be launched. If the Royal Air Force was destroyed, the *Luftwaffe* could prevent the Royal Navy from interfering with a German invasion fleet.

Facing stiff resistance from the British, Germany eventually changed its tactics to focus on bombing Britain's industrial cities – a period of the war known as the ***Blitz***. The Royal Air Force, which included around 100 Australians, was extremely successful in resisting the German attacks from July 1940 to May 1941. By then, Germany was focused on the invasion of Russia, and the threat to Britain had passed.

The Siege of Tobruk

Italy entered the war on Germany's side in June 1940. Its leader, Benito Mussolini, planned to conquer Egypt from the Italian territory of Libya. However, Australian troops led a British counter-attack into Libya, capturing Bardia, Tobruk and Benghazi early in 1941. Hitler sent General Erwin Rommel, one of his most experienced officers, with German forces to support the Italians in Libya. Rommel drove the British back into Egypt, although a force of 8000 British and Indian troops, 4000 Polish soldiers, and 14 000 Australians from the 9th Division of the AIF held on to Tobruk after a **siege** that lasted 241 days. Royal Australian Navy ships braved enemy air attack to bring in supplies and evacuate the wounded from the besieged city.

German propaganda described the men defending Tobruk as 'rats' – a name that was embraced by the Australian troops as a compliment. The 'Rats of Tobruk', as they became known, proved very aggressive and successful, despite primitive conditions and a complete lack of air support.

This was Nazi Germany's first land defeat in World War II. By September 1941, however, most of the Australians had been replaced by Polish troops, and Rommel finally captured Tobruk in June 1942. A total of 749 Australians were killed, 1996 were wounded and 604 were taken as prisoners during the siege.

Operation Barbarossa

The peak of the campaign by the Axis Powers in Europe was the *Blitzkrieg* invasion of the Soviet Union, which began in June 1941. Code-named Operation Barbarossa, it is still the largest military operation – in terms of manpower, area covered and casualties – in human history. The Axis force was made up of more than 3 million troops, 150 divisions, 3600 tanks and 4300 aircrafts.

In 1939, Germany and the Soviet Union had signed a pact, agreeing not to attack each other. Germany's invasion of the Soviet Union in 1941 broke this agreement. There were several reasons for the invasion. Hitler had long argued that the large land mass of Eastern Europe should provide *Lebensraum* ('living space') for ethnic Germans, and useful resources for the war effort. The Nazis also hated communism, and considered Russia's Slavic peoples to be racially inferior to Germans.

Germany won several major battles and captured huge areas of territory on the **Eastern Front**, while the Soviet army was forced to retreat. By November 1941, German forces were within striking distance of Moscow, the Soviet capital.

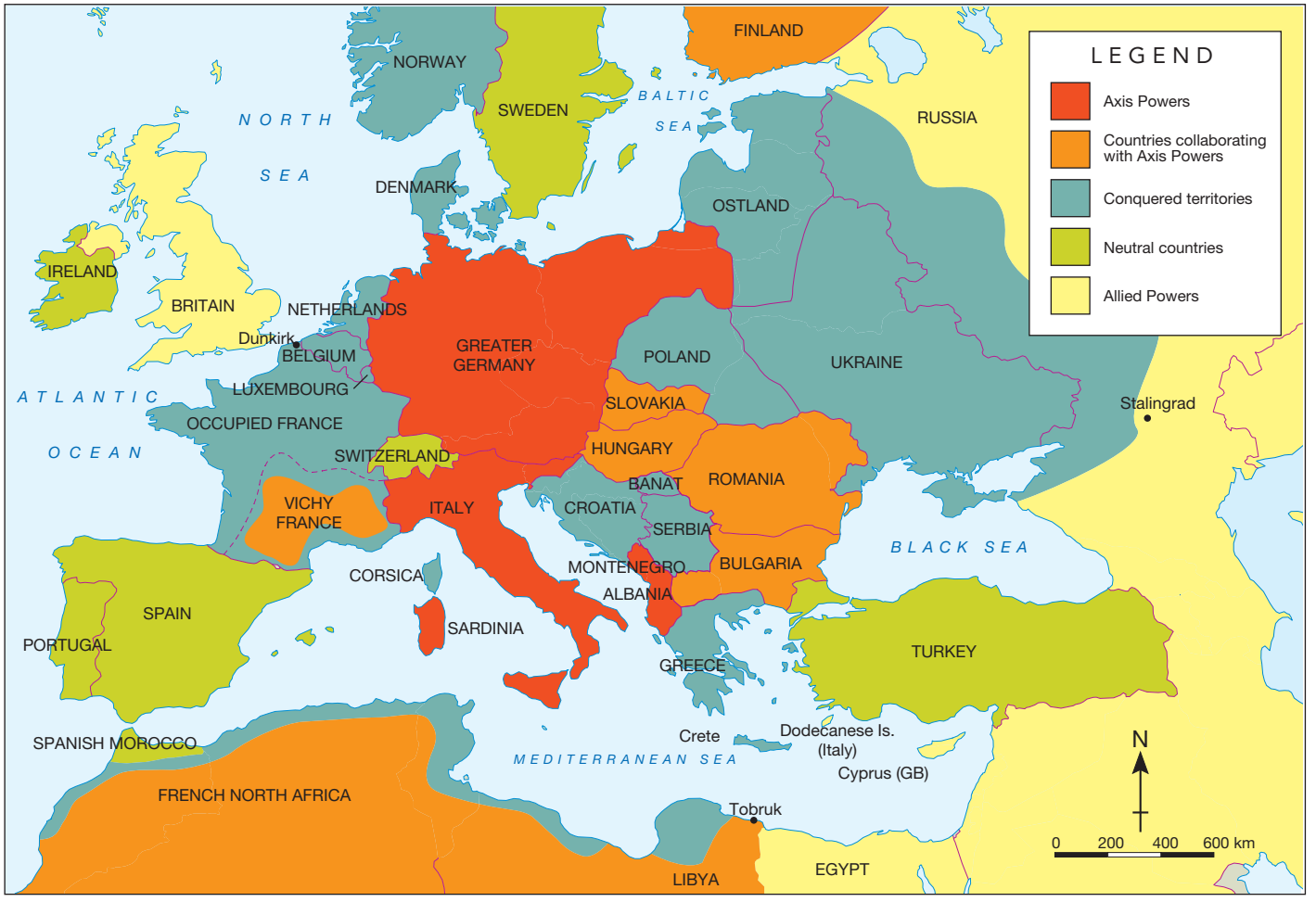
However, the Germans were unable to capture Moscow. They were unprepared for the severity of the Soviet winter (see Source 13) and were met by stubborn resistance. When the winter of 1941–42 ended and the Germans could manoeuvre again, Hitler directed his forces to southern Russia and its oilfields. Their advance eventually came to a halt at Stalingrad (now known as Volgograd) in September 1942, in a battle that would become one of the bloodiest in history. The epic siege lasted 890 days. The German army eventually surrendered at Stalingrad in February 1943. Nevertheless, Nazi forces still occupied a great area of the Soviet Union, and their control extended over most of continental Europe (see Source 14 on page 270).

Eastern Front
the theatre of war between the European Axis Powers, and the Soviet Union and its allies in World War II; it took place in Central and Eastern Europe, and the Baltic and Balkans regions

Key skill worksheet
Sequencing events: War in Europe

Source 13 German troops were defeated as much by the weather as by the Russian troops on the Eastern Front in 1941–42.

EUROPE AND NORTH AFRICA: THE HEIGHT OF AXIS POWER, 1942



Source 14

Source: Oxford University Press

9.4 CHECK YOUR LEARNING

Review and understand

1 **Explain** what is meant by the 'Phoney War'.

2 **Describe** the achievements of the 'Rats of Tobruk'.

Apply and analyse

3 **Explain** how Germany's *Blitzkrieg* tactics contributed to its success in the early years of the war.

4 **Examine** Source 14.

- a Is this a primary or secondary source? **Explain** your answer.
- b **Describe** the Axis territory in 1942.
- c **Compare** the Axis territory with the Allied territory in 1942.

5 **Analyse** the significance of Operation Barbarossa as a military operation.

Evaluate and create

6 **Create** a diagram or flow chart to explain how *Blitzkrieg* tactics worked. Why do you think they were so effective?

7 During the Battle of Britain, British fighter pilots were instructed to shoot down German sea rescue planes if they thought those planes were being used for surveillance purposes. According to the Geneva Convention – an international agreement signed in 1929, outlining the basic standards of war – this was a crime.

- a In pairs, **research** the Geneva Convention and make a list of the rights protected under it.
- b With your partner, **discuss** whether shooting down rescue planes is acceptable conduct when your nation is fighting for its survival.
- c **Compare** your responses with others in your class. Do you all agree?

9.5 The course of the war in Asia and the Pacific

In this topic, you will:

» identify key events in the Asia–Pacific theatre of war.

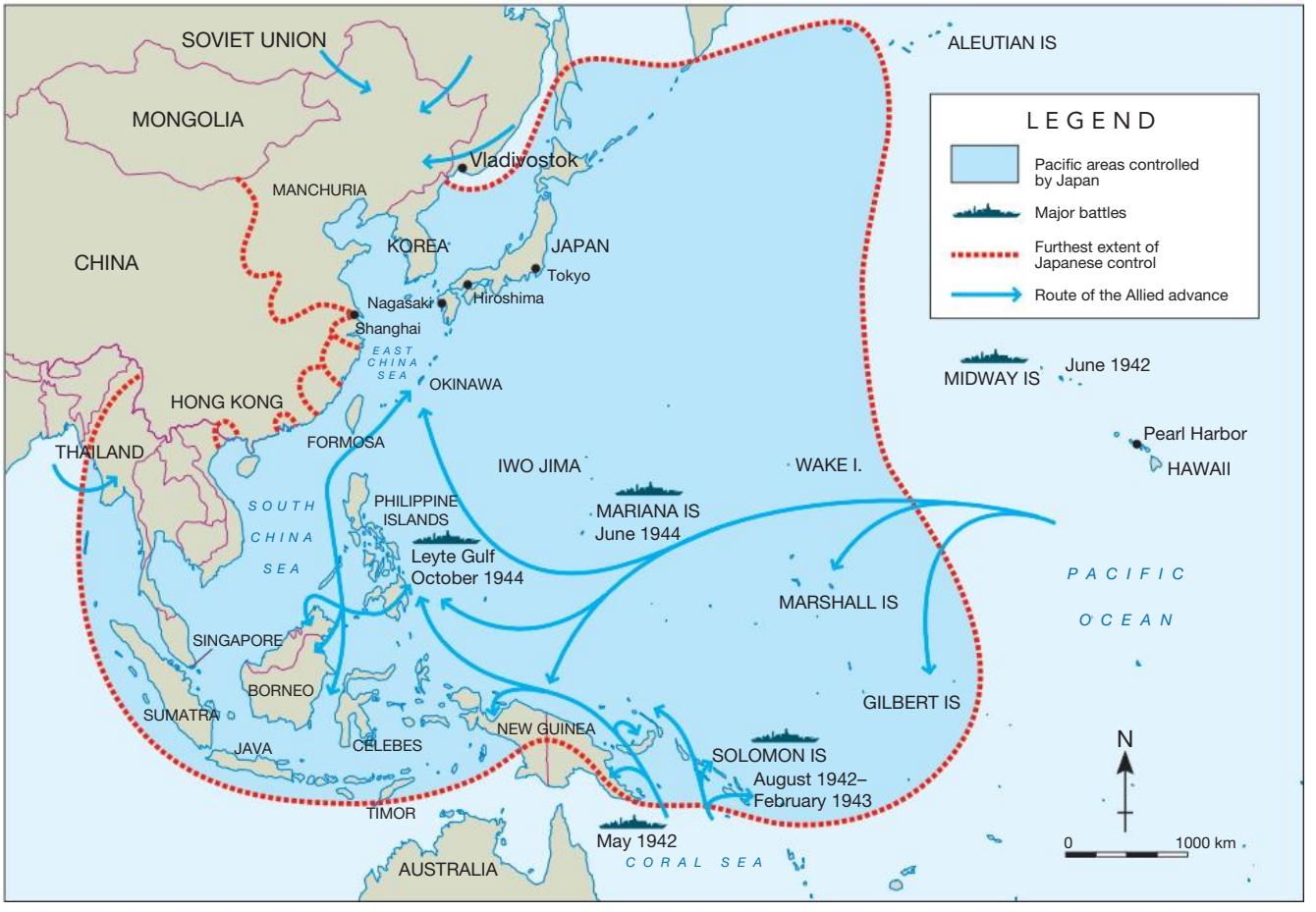
Weblink
Japan enters the war

When we think about World War II, many of us tend to think exclusively of the devastating events in Europe. However, significant events also took place in the Asia–Pacific region, where one of the Axis Powers was located: Japan.

When World War II began in Europe, the world's attention was diverted away from Japan. Despite evidence of Japanese aggression, there was still a belief that the Japanese did not pose a significant threat.

The Japanese attack on the American naval base at Pearl Harbor, Hawaii, on 7 December 1941 changed this. Japan had hoped to destroy America's Pacific Fleet, as a preventative strike to stop American interference in the Pacific. Twenty US ships and over 300 aeroplanes were destroyed, and 2403 soldiers, sailors and civilians were killed. But while the attack on Pearl Harbor seemed to be successful, the damage inflicted on the American fleet was less than originally thought – mainly because the aircraft carriers were away from the base at the time. Rather than preventing American intervention, the attack caused the United States, Australia and the Netherlands to declare war on Japan. Germany declared war on the United States, which also brought the Americans into the war in Europe.

ASIA AND THE PACIFIC: THE JAPANESE EMPIRE IN 1942



Source 15

Source: Oxford University Press

The Pacific War

For the first two years of the Pacific War, Japan appeared to have the upper hand. Following the attack on Pearl Harbor, Japanese forces quickly occupied Malaya, Singapore, Hong Kong, the Philippines, Guam and Wake Island. Malaya was attacked by the Japanese for its rubber resources, quinine was taken from Java, and Borneo was raided for its oil – all resources that were much needed for battle.

Japan also conquered Burma in the west, and pushed south through French Indochina (Vietnam, Cambodia and Laos) and the Dutch East Indies to reach Australia's doorstep in New Guinea (see Source 15 on the previous page). Britain and the United States had seriously underestimated Japan's military ability. This, together with the element of surprise and the imaginative use of combined naval and air forces by the Japanese, gave Japan an early advantage.

I used to think, now I think

Reflect on your learning about significant events that took place in the Asia–Pacific region during World War II and complete the following sentences.

- I used to think ...
- Now I think ...

What has changed in your understanding?

The fall of Singapore

Singapore surrendered to the Japanese on 15 February 1942, and more than 130 000 Allied troops, including 15 000 Australians, became Japanese prisoners of war. Controversially, a small number of soldiers, including the Australian commander Gordon Bennett, escaped on ships to avoid capture.

The fall of Singapore caused great concern in Australia. Singapore had been regarded as almost impossible to invade, and the strong British presence there prior to 1942 had meant that Australia felt protected. The defeat of the British base in Singapore meant that there was nothing to stop the Japanese advance into Australia. Australia's leaders realised that they could no longer depend on Britain, and that they needed new allies against Japan.

Source 16

> I make it quite clear that Australia looks to America, free of any pangs as to our traditional links of kinship with the United Kingdom … We know the problems that the United Kingdom faces. We know the constant threat of invasion … but we know too that Australia can go, and Britain can still hold on … We are therefore determined that Australia shall not go, and we shall exert all our energies towards the shaping of a plan, with the United States as its keystone, which will give our country confidence of being able to hold out until the tide of battle swings against the enemy.
>
> Australian Prime Minister John Curtin, quoted in the Melbourne *Herald*, 27 December 1941

The battle for northern Australia

The fall of Singapore brought the war much closer to Australia than had ever been anticipated. Only four days later, on 19 February 1942, Japan launched over 260 aircraft in an assault on Darwin (see Source 17). A total of 681 bombs were dropped, and 252 people were killed.

Most other Australians were unaware of the seriousness of the attack, as the government played down the bombing and the number of deaths. A Royal Commission into the events surrounding the attack revealed that some people, including members of the defence forces, had panicked under fire. There were also stories that some people had looted bombed buildings or simply fled the city.

By November 1943, Darwin had suffered 64 air raids. Other towns in the Northern Territory, Queensland and Western Australia were also struck. In total, there were 97 airborne attacks on northern Australia and approximately 900 Allied troops and civilians were killed. Several ships and almost 80 aircraft were lost. Many people felt that the bombing of Darwin was the beginning of a full-scale invasion of Australia, but the truth of this remains unknown.

Source 17 Bomb damage to the Darwin post office and surrounding buildings as a result of the first Japanese air raid, 19 February 1942

War comes to Sydney Harbour

On 31 May 1942, three Japanese midget submarines, launched from a group of five larger submarines further out to sea, entered Sydney Harbour. The submarines sank a ferry carrying military personnel. Twenty-one people were killed before Australian forces sank the submarines. A week later, two larger submarines surfaced off the coast at Bondi, shelling several Sydney suburbs and the nearby city of Newcastle. While little damage was done, the appearance of Japanese vessels emphasised to Australians that the war was now much closer to home.

militia
a fighting force that is made up of non-professional (civilian) fighters

Turning points

In March 1942, Japanese forces established bases on mainland New Guinea, with the objective of capturing Port Moresby, the capital. From there, they could launch regular bomber raids against northern Australia. With this threat looming, Prime Minister John Curtin agreed to place all Australian forces under the command of the American General Douglas MacArthur, formerly the commander of the US-controlled Philippines. While American forces were assembling in Australia, and the battle-hardened soldiers of the Second AIF were returning to defend Australia, it was left to inexperienced Australian **militia** units to stop the Japanese advance to Port Moresby.

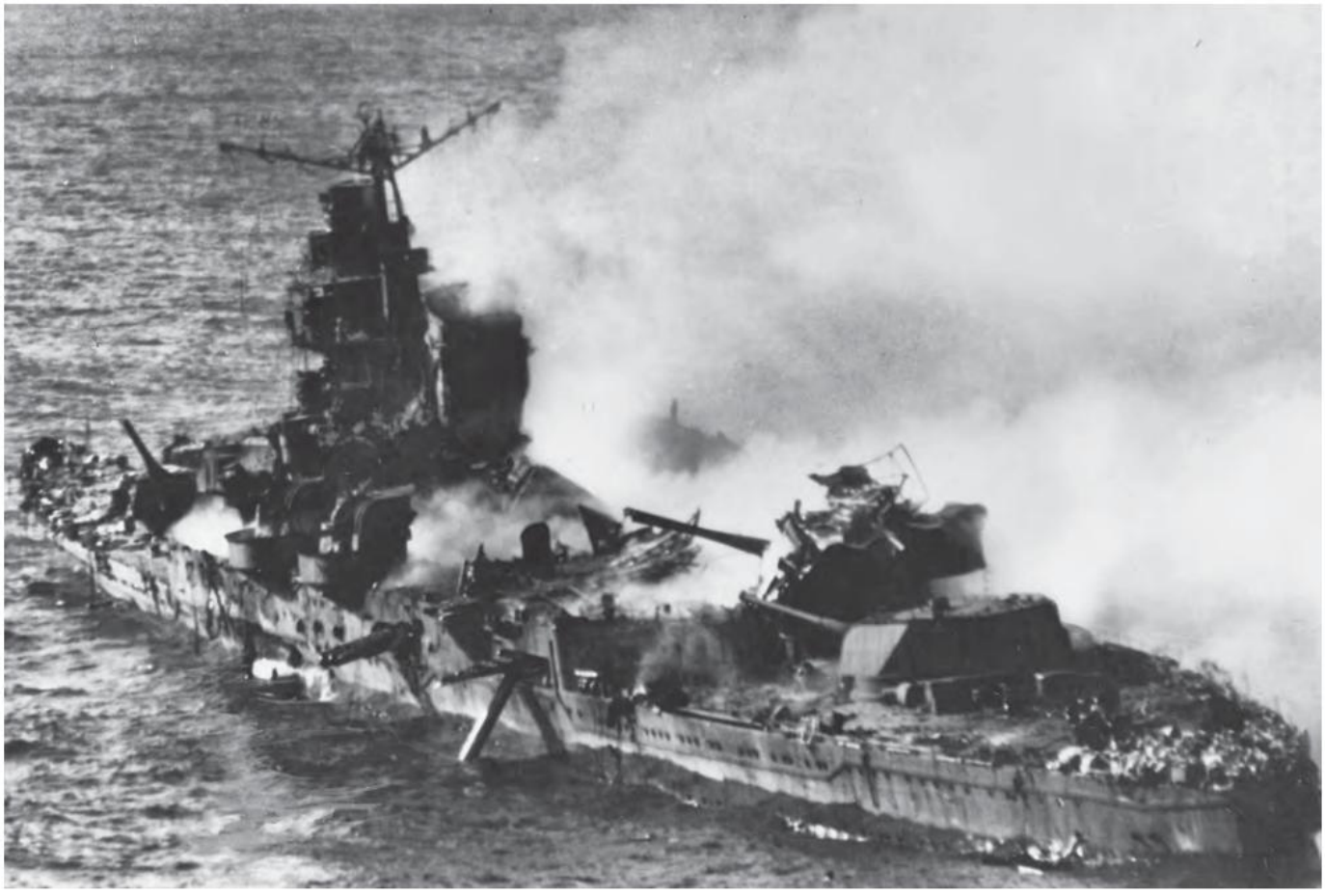
Several battles are identified as key turning points in the Asia–Pacific war zone, including the Battle of Midway (4–7 June 1942). There, Japanese naval forces attempted to lure several US aircraft carriers into a trap to capture the strategically important Midway Islands. US code-breakers intercepted Japanese communications. The US navy destroyed four Japanese aircraft carriers and more than 200 aircraft.

Source 18 A propaganda poster used to rally Australian support following the Japanese attack on Darwin (AWM ARTV09225)

Key skill worksheet
Sequencing events: War in the Asia–Pacific region

This was an important win for the Americans, as they severely weakened Japanese forces. The United States would use this weakness to prevent supply ships from taking war materials, such as oil, munitions and food, to Japanese forces in the region.

Historians have described the Battle of Midway as 'the most stunning and decisive blow in the history of naval warfare'.



Source 19 A Japanese cruiser, after being bombed by US aeroplanes during the Battle of Midway, 1942

9.5 CHECK YOUR LEARNING

Review and understand

1. **Outline** Japan's main reason for attacking Pearl Harbor.
2. Identify and **describe** the turning points in the Pacific War in 1942.

Apply and analyse

3. Using Source 15, locate and **list** the countries and areas taken over by Japan between 1937 and 1942.
4. In your own words, **explain** how the fall of Singapore was perceived by Australians. Use evidence from Source 16 in your answer.
5. **Explain** why the Battle of Midway was a significant turning point in the Asia–Pacific.
6. **Analyse** Source 16. What was Prime Minister John Curtin saying about Australia's changing relationship with Britain and the United States?

Evaluate and create

7. **Research** the effects of the bombing of Darwin and the submarine attack on Sydney Harbour using library and internet resources. How did these events impact Australia?

9.6 The end of the war

In this topic, you will:

» outline significant turning points in Europe and the Asia–Pacific that led to Allied victory in the war.

From late 1942, crucial land, air and sea victories for the Allies represented turning points within the European and Pacific theatres of war. Within months, Allied forces were able to advance into Axis-occupied territory in Europe, while simultaneously preventing Japan from expanding its influence in the Pacific.

By 1943, the Germans' *Blitzkrieg* tactics had lost the element of surprise and their wartime success had peaked. That year, Britain, the British dominions (including Australia), the United States, the Soviet Union and the Free French Forces formed an alliance to force Germany and its allies into an unconditional surrender. This would bring about the end of the war in Europe.

The tide of war turns in Europe

Key skill worksheet
Sequencing events: End of the war in Europe and the Asia–Pacific region

After Germany's failed invasion of the Soviet Union, the Soviet army pushed east from 1943, winning a series of battles against Germany. By 1945, Germany had been forced out of most of Eastern Europe, with Soviet troops occupying Russia, Poland, Romania, Czechoslovakia and the Baltic states. The Russians continued their advance into Germany, and reached the German capital, Berlin, in April 1945.

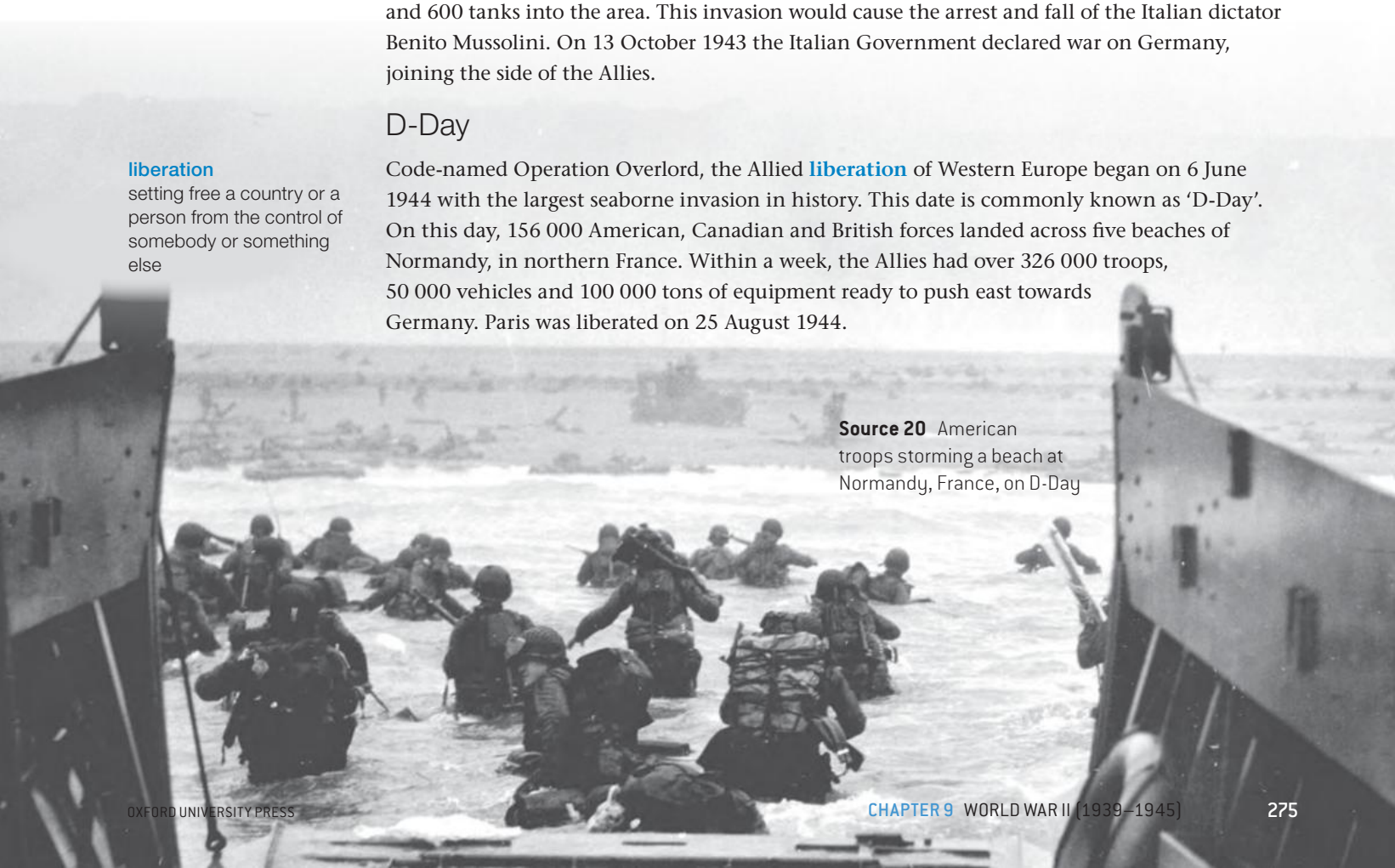
Italy joins the Allies

As the Soviet troops advanced on the Eastern Front, the Western Allies were invading southern Italy from North Africa. Having defeated the German and Italian forces in the North Africa campaign (8 November 1942 to 13 May 1943), the Allies began Operation Husky on 10 July 1943. The aim of this military operation was to invade Sicily – moving 150 000 troops, 3000 ships and 600 tanks into the area. This invasion would cause the arrest and fall of the Italian dictator Benito Mussolini. On 13 October 1943 the Italian Government declared war on Germany, joining the side of the Allies.

D-Day

liberation
setting free a country or a person from the control of somebody or something else

Code-named Operation Overlord, the Allied **liberation** of Western Europe began on 6 June 1944 with the largest seaborne invasion in history. This date is commonly known as 'D-Day'. On this day, 156 000 American, Canadian and British forces landed across five beaches of Normandy, in northern France. Within a week, the Allies had over 326 000 troops, 50 000 vehicles and 100 000 tons of equipment ready to push east towards Germany. Paris was liberated on 25 August 1944.



Source 20 American troops storming a beach at Normandy, France, on D-Day

offensive
a large-scale military operation by an attacking force against a defending enemy force

counter-offensives
large-scale military operations by a defending force against an attacking enemy force

The Battle of the Bulge

On 16 December 1944, Hitler launched the Germans last major **offensive** of World War II, with the Battle of the Ardennes, also known as the Battle of the Bulge. With the intent of splitting the Allied line, the Germans sent 250 000 soldiers in a surprise attack against 80 000 Americans. They were initially successful, and continued to confuse the Allies by changing road signs and dressing up in Allied uniforms to spread misinformation and sabotage communications. But by early January 1945, the Allies were able to coordinate **counter-offensives** and they claimed victory on 25 January 1945. The Allies suffered 75 000 casualties, while the Germans lost 120 000 men. The Allies now pushed east to Berlin.

KEY CONCEPT
Evidence

Hitler's death

Even in primary sources, which are great historical resources, you must determine what evidence is reliable and what is not.

For example, there were many conflicting reports about Hitler's death and what was done with his body following Germany's defeat in the war. In fact, newspapers published conflicting accounts of what happened in the following months.

Some reports claimed that Hitler had committed suicide, and that afterwards his body was burned. Others claimed that his body had been found by Soviet troops when Berlin fell, and shipped back to Russia. Some theories even claimed that Hitler had escaped.

In 2018, the debate was put to rest when French scientists analysed fragments of Hitler's teeth, confirming that he did in fact die by suicide in Berlin in 1945.

For more information on this key concept, refer to page 225 of 'The history toolkit'.

News Chronicle

HITLER DEAD

Doenitz, new Fuehrer, says: We fight on

WEHRMACHT ORDERED TO MAINTAIN DISCIPLINE

All the generals must surrender

The man who now leads the Third Reich

Berlin's garrison herded together in last stand

Bernadotte tells his story

Hitler's birthplace overrun

GERMAN NAVY MAY FIGHT ON

HIMMLER WAS OUT OF TOUCH

Her teeth are YOUR concern—

Phillips' Dental Magnesia

Source 21 The front page of the *News Chronicle* (London), 2 May 1945, announces the death of Adolf Hitler.

The defeat of Germany

As the Allies entered Germany in Western Europe, the Soviets were advancing from the east. Both forces were heading to Berlin. In April, the Soviets encircled the German capital and launched a final assault. Hitler remained in Berlin to direct the defence of the city from his underground 'bunker'. Although most of Berlin's population was conscripted to fight, the Soviets seized Berlin after just a week of fighting in the streets. Hitler committed suicide on 30 April 1945 (see Source 21), and Germany officially surrendered on 7 May 1945. The war in Europe was over.

The Pacific War

By early 1942, Japan was at the height of its influence in the Pacific (see Source 15 on page 271). But the Japanese Empire had suffered two major losses at the Battle of the Coral Sea (May 1942) and the Battle of Midway (June 1942) (see page 273). This shift in the balance of naval power allowed the United States to take the offensive for the first time. In August 1942, the United States landed in Guadalcanal (in the Solomon Islands) to seize a strategic airfield site on the island (see Source 22). This resulted in the six-month Battle of Guadalcanal. Meanwhile,

another offensive was taking place in Eastern Papua to prevent Japanese forces from capturing Port Moresby. This was known as the Kokoda campaign, in which Australian forces fought (see topic 9.9 on page 291). By February 1943, both battles had ended with victory for the Allies, who had prevented Japan from pushing further south in the Pacific.

The drive to Japan

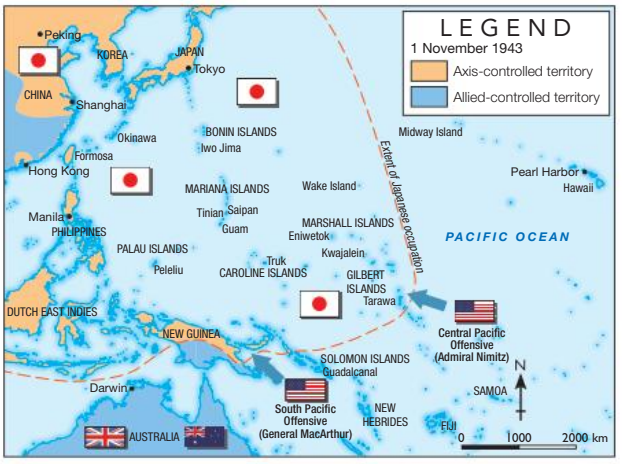
From 1943 the Allies fought their way to Japan by 'island hopping', which involved skipping over the heavily fortified islands to land on weaker ones. By early 1945, the US forces took hold of the Philippines (see Source 23), and in May 1945 Australia was tasked with liberating Borneo.

By the time US forces had established bases in the Marianas, they were able to send B-29 bombers to strike the **Japanese home islands**. On 8 March 1945, a single raid on Tokyo killed 83000 people, mainly civilians, and left over 1 million homeless. Over the next few months, more than 30000 bombings raids on the major cities of Japan occurred.

The Japanese defence became more desperate. Japanese **kamikaze** pilots carried out suicide missions – crashing their planes into US ships. The US Government projected that an invasion of the Japanese home islands would lead to massive casualties of more than 225000 lives. In an attempt to end the war, an atomic bomb was dropped over Hiroshima, Japan on 6 August 1945, killing at least 70000. A second atomic bomb was dropped on 9 August 1945 over Nagasaki, Japan, killing at least 35000. Japan surrendered to the Allies on 15 August 1945.

The Pacific War had claimed the lives of 2 million Japanese, nearly 700000 civilians, 100000 Americans and 17500 Australians.

THE UNITED STATES' TWO-PRONGED OFFENSIVE ACROSS THE CENTRAL AND SOUTH-WEST PACIFIC



Source 22 Source: The National WWII Museum, New Orleans

Source 23 US ships land on the beach at Leyte Island in the Philippines, October 1944.

Japanese home islands
the group of islands forming the country of Japan; this term was commonly used in World War II to define the area of Japan to which its sovereignty and the constitutional rule of the emperor would be restricted

kamikaze
a Japanese term meaning 'divine wind'; during World War II, Japanese pilots who deliberately crashed their planes into Allied ships were called kamikaze

9.6 CHECK YOUR LEARNING

Review and understand

1 **Identify** the countries that formed an alliance in 1943 to try and force Germany and its allies to surrender.

2 **Identify** when Germany officially surrendered.

3 **Identify** the two Japanese cities that suffered atomic bombing.

4 **Identify** the first offensive battle in the Pacific for the Americans.

Apply and analyse

5 **Explain** the role that the Soviet army played in recapturing territory in Eastern Europe and, eventually, Berlin.

6 Read the key concept box 'Hitler's death':

a Why do you think some newspapers reported that Hitler had escaped?

b What makes the scientific analysis of Hitlers teeth more reliable than reports from the time?

Evaluate and create

7 'By 1943, the Germans' *Blitzkrieg* tactics had lost the element of surprise.' In pairs, **discuss** the extent to which the element of surprise is an important factor in war.

9A RICH TASK

Quizlet
Revise the key terms you have learnt so far.

Hitler's speeches and the failure of appeasement

In 1919, Adolf Hitler gave his first public speech in Munich. Between then and January 1945, he would deliver over 2000 speeches. In so doing, he spread ideals of antisemitism, German nationalism and *Lebensraum* (more 'living space') for ethnic Germans.

Source 24 Hitler is recognised as a great orator (speaker). Here, he addresses crowds during the war.

Beginning as early as 1933, the Nazis broke the terms of the Treaty of Versailles. They re-strengthened the Germany army and invaded neighbouring territories. Meanwhile, Britain, France and the League of Nations were desperate to prevent another global war and, despite Hitler's worrying proclamations, they adopted the policy of appeasement. Many historians believe the failures of appeasement to be the leading cause of World War II. They suggest that the Western powers must have understood Hitler's intentions, and therefore it was their failure to stop him that led to enormous consequences.

Source 25

For our situation in the world results, in its devastating effects for us, only from the fact that we ourselves underrate German strength. Only when we have revised this disastrous assessment can Germany make use of the political possibilities of once more, if we look far into the future, placing German life on a natural and sound foundation: either new *Lebensraum* and the expansion of a large domestic market or the protection of German economy against the outside by deploying accumulated German strength.

Extract from a speech by Adolf Hitler, 27 January 1932, Dusseldorf, Germany

Source 26

[Hitler said:] '[A]ll this seems to be academic; I want to get down to realities. Three hundred Sudetens [ethnic Germans] have been killed and things of that kind cannot go on; the thing has got to be settled at once: I am determined to settle it: I do not care whether there is a world war or not: I am determined to settle it and to settle it soon and I am prepared to risk a world war rather than allow this to drag on.'

To that [Neville Chamberlain] replied: 'If the Fuehrer is determined to settle this matter by force without waiting even for a discussion between ourselves to take place what did he let me come here for? I have wasted my time.'

Extracts from a conversation between British Prime Minister Neville Chamberlain and Adolf Hitler, Berchtesgaden, Germany, 1938

Source 27

In the course of my life I have very often been a prophet, and have usually been ridiculed for it. During the time of my struggle for power, it was in the first instance the Jewish race that received my prophecies with laughter – when I said that I would one day take over the leadership of the State, and with it that of the whole nation, and that I would then, among many other things, settle the Jewish problem … I think that for some time now they have been laughing on the other side of their face [laughter]. Today I will once more be a prophet. If the international Jewish financiers, inside and outside Europe, succeed in plunging the nations once more into a world war, then the result will not be the Bolshevisation of the earth, and thus the victory of Jewry, but the annihilation of the Jewish race in Europe!

Extract from Hitler's 'Prophecy' speech to the Reichstag, 30 January 1939

Practise the skill

1 Write a 500-word historical discussion in response to this prompt:

> Hitler's speeches clearly outlined the intentions of the Nazi Party. Therefore, it is the Western Allies who are to blame for World War II because they failed to stop Hitler.

Use the information and sources in this rich task, together with your own research, to locate a range of primary and secondary sources that provide evidence about the significance of Hitler's speeches, and the failures of appeasement. Include a bibliography that references all your sources.

Extend your understanding

1 Hitler took advantage of the problems in Germany to rise to power. **Describe** the political and economic problems for the average German citizen when he rose to power.

2 Using the sources in this rich task and the information you have located, write a paragraph **explaining** why Jews were persecuted and targeted by Hitler.

3 Berlin hosted the 1936 Olympic Games. **Research** the games to discover how the Nazi Party used them to promote their ideas and values.

KEY SKILL
Communicating & reflecting

Writing a historical discussion

Historical discussions present different opinions about particular historical questions or issues. Follow these steps to write your own historical discussion:

Step 1 Consider evidence from a range of sources, and outline different possible interpretations.
- Consider various primary sources – such as newspapers, photographs or political and legal documents from the time.
- Also consider the ideas of other historians, in secondary sources such as textbooks and websites.

Step 2 You need to mention in your writing where information is coming from. For example:
- 'According to the historian Peter Williams …'
- 'Hitler's "Prophecy" speech to the Reichstag on 30 January 1939 shows that …'
- 'The image of Hitler speaking demonstrates …'

Step 3 Conclude with your own point of view on the question or issue.

Step 4 Include a bibliography that references all sources used in the discussion.

For more information on this key skill, refer to page 243 of 'The history toolkit'.

Source 28 A summary of the structure of a written discussion

Introduction	• Introduces the topic, question or issue • Outlines why the topic, question or issue is important
Main body	• A series of paragraphs outline different arguments or opinions about the topic, question or issue • Each opinion or argument that is presented should also refer to the evidence that supports it
Conclusion	• Sums up the issue and gives the writer's opinion

9.7 The Holocaust

In this topic, you will:

» use primary sources to investigate the scale and significance of the Holocaust.

Holocaust
the deliberate and systematic (planned) mass murder of Jews and other 'undesirables' by the Nazis during World War II

In 1933, it is estimated that the Jewish population of Europe stood at around 11 million. By the end of World War II in 1945, it is estimated that more than 6 million Jews had died at the hands of the Nazis. To put this into perspective, more than half of all European Jews were killed.

This systematic, government-led persecution and murder of Jews took place throughout Nazi-occupied territories under the command of Adolf Hitler. It is among the most brutal and destructive policies of the twentieth century, and is referred to as the **Holocaust**. Hundreds of thousands of German military and civilian personnel were involved in the mass murder. Millions more collaborated or accepted these events without protest.

The word 'Holocaust' is of Greek origin, and means 'sacrificed by fire' or 'burned'. Out of respect for the dead, Jewish communities today use the Hebrew word *Shoah* instead, meaning 'catastrophe'.

Beginnings of the Holocaust

The origins of the Holocaust can be traced back further than Hitler's lifetime. Antisemitism has its roots in the ancient world and was rife throughout Europe in the Middle Ages.

In the 1880s, the eugenics movement became popular. Eugenics – a practice that aimed to 'improve' the human gene pool by controlling the types of people giving birth to children – was taught as a subject at many universities. For a time, eugenics was supported by people like Winston Churchill, who later became the British prime minister, and was government policy in countries such as the United States. By the 1930s the popularity of the eugenics movement was declining, but the Nazi Party's policies were heavily influenced by its ideas.

Hitler outlined the development of his antisemitism and even some of his proposed policies towards Jews in his book *Mein Kampf* ('My Struggle'; 1925). Many of his beliefs were borrowed from the eugenics movement. He declared that 'the personification of the devil as the symbol of all evil assumes the living shape of the Jew'. *Mein Kampf* also outlined Hitler's hatred of communism, and his belief that Germany would have to expand east to provide *Lebensraum* ('living space') for ethnic Germans. The seeds of Hitler's cruel and murderous policies were present in his ideology at least a decade before he became Chancellor of Germany in 1933.

Within months of coming to power, Hitler introduced a law that allowed the compulsory sterilisation of people with mental or physical disabilities.

Source 1 The conical-shaped Hall of Names in the Holocaust History Museum in the Yad Vashem Holocaust complex in Israel – the Hall of Names shows around 600 portraits of Jewish Holocaust victims.

In other words, anyone who was 'disabled' (a broad definition of 'disability' was used, ranging from schizophrenia, to deafness, to alcoholism) could be legally forced to have an operation to ensure they could not have children. More than 400 000 people were sterilised and around 5000 died as a result of these operations. Another 70 000 were killed under a related euthanasia program, where severely disabled children under the age of 17 were given lethal overdoses or faced starvation. This eliminated those who did not fit within Hitler's vision of a racially pure Germany.

Source 2 Nazi **stormtroopers** (also known as 'brownshirts') stand outside a Jewish business, directing people to shop elsewhere, 1933. The sign reads: 'Germans, Attention! This shop is owned by Jews. Jews damage the German economy and pay their German employees starvation wages. The main owner is the Jew Nathan Schmidt.'

Antisemitism and eugenics eventually combined in Germany's racial policies. As well as violence against Jews and **boycotts** of Jewish businesses (see Source 2), the government refused to grant German citizenship to Jews and sought to remove all Jews from the government, the legal professions and universities. Laws limited the number of Jewish students allowed in public schools, banned Jews from many public places, expelled Jewish officers from the army, and transferred ownership of many Jewish businesses to non-Jewish Germans.

As Hitler's policies began to take hold, many Jews (and Germans) refused to believe the reality of what was taking place around them. Some Jews – including the famous scientist Albert Einstein – left Germany. Others believed that they would be protected because they were German citizens. However, the Nuremberg Laws of 1935 stripped Jews of their German citizenship, forbade Jews to marry non-Jews, and took away their political rights.

In 1938 there was a wave of violence directed against Jewish synagogues, businesses and houses across Germany. It was known as *Kristallnacht*, or the 'Night of Broken Glass'. While there is no doubt that this was organised by the Nazis, Hitler claimed that it was a spontaneous attack by German people, and that it showed the depth of anti-Jewish feeling. The Nazi regime was widely criticised in the international press as a result of *Kristallnacht*.

boycotts
withdrawals of political, trade and/or other contact with a country or an organisation

stormtroopers
the Nazi Party's 'assault division'; it was largely made up of former soldiers from World War I, and used methods of violent intimidation

Spread of antisemitism and the formation of ghettos

Soon after the invasion of Poland in 1939, **ghettos** were set up in Nazi-occupied territories, such as Poland, Hungary and areas of the Soviet Union. Ghettos were bricked off or encircled with barbed wire to stop people from escaping. Over the course of the war, many Jewish people were rounded up and forced to leave their homes and move into ghettos.

One of the largest ghettos was in Warsaw, in Nazi-occupied Poland (see Source 5 on the next page). Conditions inside were extremely brutal. It was very crowded and there was often no running water or toilet facilities. Jews were not usually allowed to leave the ghetto and had to depend on the few rations provided by the Nazis. One survivor described the Warsaw ghetto as 'a prison without a roof'.

Approximately 800 000 Jews died in the ghettos from malnutrition, disease and forced labour. Others were openly murdered by shooting.

ghettos
sections of towns or cities established by the Nazis during World War II to confine and isolate Jews and other 'undesirables' from the wider population

Source 3 A cloth Star of David badge that Jews were required to wear in public (the word 'Jude' means 'Jew' in German)

Although the principal victims of the Holocaust were European Jews, Nazi policies also targeted other segments of society, such as Sinta and Romani peoples (often referred to as 'gypsies'), as well as people who did not conform to traditional heterosexuality, communists, Slavs (Polish and Russian people), and people with physical or intellectual disabilities, who were considered *Untermenschen* (subhuman). Between 200 000 and 500 000 Sinta and Romani people alone were killed by the Nazis. These criminal actions were later labelled **genocide** – deliberate attempts to wipe out entire groups of people.

Nazi occupation policies, particularly in Eastern and Central Europe, were also brutal. In Poland and areas of the Soviet Union, for instance, they resulted in the deaths of millions of civilians.

Concentration camps

In addition to forming ghettos in large cities to confine Jews and other 'undesirables', the Nazi government used existing **concentration camps** in Germany and built many new camps throughout the occupied territories, mostly in Poland. The exact number of concentration camps is not known; however, it is generally accepted that there were between 2000 and 8000 camps.

The camps varied in character. Some were forced labour camps, where inmates were compelled to do hard physical labour such as mining and road-building under harsh conditions (see Source 7). Others were prisoner of war (POW) camps, where Allied soldiers were held and often tortured in order to reveal secret information. Still others functioned as extermination camps, designed for the sole purpose of murdering. Many camps, however, served a combination of these functions. The best known and largest of these camps was Auschwitz–Birkenau, where many inmates considered unsuitable for forced labour were gassed and their bodies burned in crematoria (giant ovens: see Source 6). More than 1 million Jews alone were murdered at Auschwitz.

genocide
the deliberate and systematic mass killing of people based on their race, ethnicity, religion or culture

concentration camps
prisons in which civilians, enemy aliens, political prisoners or prisoners of war are detained under extremely harsh conditions

Source 4 A Jewish youth selling compulsory Star of David armbands in Warsaw, Poland

Source 5 The clearing of Jews from the Warsaw ghetto in Nazi-occupied Poland in 1943 – towards the end of the war, German troops cleared ghettos and transported those living in them to concentration camps, either to work or to be killed.

Source 6 Crematoria, where the remains of people killed at Buchenwald concentration camp were cremated

Source 7 Russian, Polish and Dutch slave labourers interned at the Buchenwald concentration camp had an average weight of 75 kilograms each before entering camp. Eleven months later, when this photograph was taken, their average weight had dropped to 31 kilograms.

Mass shootings

With the invasion of the Soviet Union in June 1941, Nazi policy towards the Jews began to move into its most extreme phase. Between the start of the invasion and early 1943, roughly 1.6 million Eastern European Jews were executed in mass killing campaigns that were conducted by members of the *Einsatzgruppen* (mobile killing squads). Local collaborators, the SS (Hitler's elite forces) and some members of the *Wehrmacht* (German armed forces) also participated in this extermination. The process generally involved rounding up the members of a local Jewish community and executing them in an area close to their homes. On 29–30 September 1941 at Babi Yar, near the city of Kiev, 33 771 Jews were executed.

This phase of the Holocaust was the most public, and rumours of executions began to spread in the occupied areas and in Germany itself.

The 'Final Solution'

In January 1942, at a meeting in the city of Wannsee near Berlin, leading Nazi officials identified a process to achieve *Endlösung der Judenfrage* (a 'Final Solution to the Jewish Question'). The aim was to eliminate the estimated 11 million European Jews. The 'Final Solution' was the forced deportation and transportation of Jews to concentration camps before extermination.

Explore it!
A virtual field trip to Auschwitz-Birkenau

Historians generally agree that around 3 million Jews were killed in concentration camps, while another 3 million died in other violent or oppressive circumstances outside the camps. All 6 million Jewish deaths were the result of Nazi extermination policies. A further 5 million non-Jewish people were also victims of this instrument of terror, dying of maltreatment, disease and starvation.

Source 8 Polish inmates dig graves for their fellow prisoners after a mass execution by the Nazis, 1941.

The legacy of the Holocaust

More than 6 million of Europe's 11 million Jews were killed in a deliberate campaign of extermination during the Holocaust. Some survivors endured slave labour in the various camps. Many others hid or were protected by sympathetic non-Jews. There were also those who took up arms against the Nazis – such as the Jewish Combat Organisation, whose members led uprisings in some of the major ghettos.

After the war, many European Jews migrated to other countries, including Australia, where they have established vibrant new communities. After enduring the horrors of the Holocaust, many wished to join their fellow Jews who were already living in their ancient homeland. So, in November 1947, the **United Nations** endorsed the establishment of an independent Jewish state in what became known as Israel. Israel declared its independence in May 1949.

United Nations
an international organisation established at the end of World War II to increase political and economic cooperation among its member countries

The horrors of the mass murders and other atrocities committed by the Nazis shocked people all around the globe. After the war, the nations of the world were determined to prevent such grave crimes from ever happening again, or at least to ensure that people committing such crimes would not go unpunished. The facts and lessons of these events are commemorated in Holocaust museums that have been established in many countries, while memoirs and films communicate the Jewish experience of *Shoah* to the world. New international treaties on human rights, the humane treatment of civilians in times of war, sanctuary for refugees and the elimination of racial discrimination have come into effect since the events of the Holocaust. These treaties, such as the Universal Declaration of Human Rights, recognise the inherent dignity and equal and inalienable rights of all members of the human race as the foundation of freedom, justice and peace in the world.

Source 9 These are the tracks along which trains took people to their death at the Auschwitz–Birkenau concentration camp in Oswiecim, Nazi-occupied Poland.

9.7 CHECK YOUR LEARNING

Review and understand

1 **Explain** the meaning of the word 'Holocaust'. What term do Jewish communities use to refer to the Holocaust?

2 In your own words, **define** the eugenics movement. How popular was it?

3 **Identify** two of the laws implemented during Nazi Germany to persecute Jews.

4 **List** some of the groups persecuted by the Nazis.

Apply and analyse

5 **Distinguish between** labour camps and extermination camps.

6 **Explain** the purpose and method of the 'Final Solution.'

7 a **Describe** some of the ways in which people have ensured that the events of the Holocaust will not be forgotten.

b **Explain** why it is important that the Holocaust is never forgotten.

8 **Explain** why some sources say that there were 6 million victims of the Holocaust, while others say there were 11 million.

9 Hitler outlined his antisemitic attitudes in his book *Mein Kampf* and introduced antisemitic policies after coming to power in 1933. **Explain** why so few Jews fled Germany before it was too late.

Evaluate and create

10 Some Holocaust survivors who spent time in the Auschwitz–Birkenau concentration camp have said that the people who were sent to the gas chambers were the 'lucky ones'. **Research** the conditions faced by Auschwitz prisoners. Why do you think survivors have made these types of statements?

I used to think, now I think

Reflect on your learning about the Holocaust and complete the following sentences.

- I used to think ...
- Now I think ...

What has changed in your understanding?

9.8 The atomic bombings

In this topic, you will:

- » explore the race to build the atomic bomb
- » identify why atomic bombs were dropped on Hiroshima and Nagasaki.

In addition to the horrific events of the Holocaust, the dropping of the atomic bombs on the Japanese cities of Hiroshima and Nagasaki, which effectively ended the war, is remembered as one of most significant events of World War II.

The development of more sophisticated technology in World War II culminated in the invention of the atomic bomb. In spite of the horrific bombing raids experienced in Europe, it is the use of nuclear weapons that remains a symbol of the terrifying force and destructive effects of war. The use of the two bombs also marked the beginning of the **Cold War** and the ever-present threat of nuclear destruction.

Cold War
the state of political conflict and hostility that existed between the Soviet Union (and its allies) and the United States (and its allies) from 1945 to 1990; it was characterised by threats, propaganda and public competition

The Potsdam Declaration

Following the end of the war in Europe, the Allies turned their attention to the Pacific War – with the goal of forcing Japan to surrender. At the Potsdam Conference in July 1945, the Allied leaders from the United States, Britain and China issued the Potsdam Declaration to Japan. This was an ultimatum, threatening that if Japan did not unconditionally surrender it would face 'prompt and utter destruction'. Japanese Prime Minister Kantaro Suzuki replied '*mokusatsu*', which is derived from the Japanese word for 'silence'. This may be interpreted as 'no comment', but the press reported that Suzuki was refusing or ignoring the declaration. Regardless, no further statements were made.

The Manhattan Project

Source 10 Robert Oppenheimer (left) and US General Leslie Groves (right) examine the wreckage of the tower and shack that held the first nuclear weapon, 11 September 1945.

The Manhattan Project was the name given to the research program that developed the first atomic bomb. It had its origins in a letter from two of the world's leading physicists, Leo Szilard and Albert Einstein, that was sent to US President Franklin D. Roosevelt in 1939. The letter outlined their fears that Nazi Germany was beginning research into atomic bombs, and recommended that the United States should begin its own nuclear program. Roosevelt accepted this proposal, and began funding secret research into atomic energy. In 1942, the research program was placed under the command of the American military, and became the Manhattan Project.

Even before the United States entered World War II, it was dedicating huge resources to the Manhattan Project. By 1944, approximately 129 000 people were working on it, including scientists, construction workers and military personnel. Among these was a physicist named Robert Oppenheimer (see Source 10) who became known as the 'father of the atomic bomb' for his role in the project.

After three years of using their research to develop a weapon, members of the Manhattan Project tested the first atomic bomb on 16 July 1945, in New Mexico. This test was code-named 'Trinity'.

The Trinity test was extremely successful. At the time it was the largest human-made explosion in history, and the shock wave was felt up to 160 kilometres away. The test observers immediately contacted the new US President Harry S. Truman, who was at the Potsdam Conference, and told him that they had been successful.

The following month, two other atomic bombs developed by the Manhattan Project would be dropped on Hiroshima and Nagasaki in Japan, in what history would record as the last major acts of World War II.

The Japan campaign

In mid-1945, Japan was losing the Pacific War. America had recaptured the Mariana Islands and the Philippines, and Japan was running out of resources.

The Japan campaign began with a series of minor air raids by the United States. These soon developed into a major strategic firebombing campaign in late 1944, which involved dropping large numbers of small bombs that were designed to start fires. The change to firebombing tactics resulted in devastating attacks on 67 Japanese cities, killing as many as 500 000 people. Despite the damage and the huge civilian death toll, the Japanese military refused to surrender.

The United States therefore continued to push towards the Japanese home islands. Two major land battles – at the islands Iwo Jima and Okinawa – revealed how fierce Japan's defence of the home islands would be. Both islands were heavily fortified and fiercely defended. Around 6800 American and approximately 21 000 Japanese troops were killed at Iwo Jima. The Battle of Okinawa (see Source 11) was the bloodiest in the Pacific War, with 50 000 Americans wounded and 12000 killed. Approximately 95 000 Japanese troops were killed, including many who committed suicide rather than surrender. It is unknown how many civilians were killed in the American invasion of Okinawa, but estimates vary from 42000 to 150000.

Despite the immense loss of life on both sides at Iwo Jima and Okinawa, the American commanders in the Pacific continued preparations for Operation Downfall, the plan to invade Japan. The Soviet commanders also prepared to enter the Pacific War – intending to declare war on Japan and invade the Japanese-occupied region of Manchuria on 9 August 1945. However, these commanders were not aware of the Manhattan Project. Japan's apparent rejection of the Potsdam Declaration in July 1945 caused Truman to authorise the atomic bombings of Japanese cities, hoping that it would force Japan to surrender and save millions of lives that might be lost in Operation Downfall.

Source 11 A demolition crew from the 6th Marine Division watch dynamite charges explode and destroy a Japanese cave, Okinawa, May 1945.

Source 12 Japanese soldiers surrender to US forces after the Battle of Iwo Jima, which ended on 27 March 1945.

The bombings of Hiroshima and Nagasaki

On 6 August 1945, an atomic bomb nicknamed 'Little Boy' (see Source 13) was dropped on the city of Hiroshima. Hiroshima was chosen because it was a large, urban, industrial city that also served as a military storage area and an assembly point for troops. No one knew how much damage the bomb would do, so Hiroshima was one of the few major cities not targeted by the American firebombing campaign. In that way the damage caused by the bomb could be more easily observed.

Source 13 'Little Boy' – the atomic bomb that destroyed almost 70 per cent of Hiroshima in August 1945

The bombing occurred at 9.15 a.m. on a Monday morning in Hiroshima. The city's residents had been given no warning of the attack. The bomb's immediate impact was horrific. Approximately 80 000 people, or 30 per cent of Hiroshima's population, were killed, and another 70 000 were injured. Roughly 69 per cent of the city's buildings were completely destroyed. The long-term effects of the bombing were even worse. People suffered from burns, radiation, cancer and many other side effects. The exact figures are disputed, but the total number of deaths caused by the bomb by the end of 1945 was between 90 000 and 160 000. By 1950, around 200 000 people had died because of side effects.

After the bombing of Hiroshima, Truman released a statement saying that a new weapon had been used, and that 'if they [the Japanese Government] do not now accept our terms, they may expect a rain of ruin from the air'. On the same day, the Soviet Union declared war on Japan and invaded the Manchuria region. However, the Japanese Government still did not respond to the Potsdam Declaration. On 9 August 1945, a second atomic bomb, nicknamed 'Fat Man', was dropped on the port city of Nagasaki.

The bomb's impact on Nagasaki was just as devastating as it was on Hiroshima. Between 40 000 and 75 000 people were killed by the immediate effects of the bomb, and a further 74 000 were injured. By the end of 1945, at least 80 000 were dead because of the bomb's long-term effects.

Source 14 The atomic bombing of Nagasaki, 9 August 1945

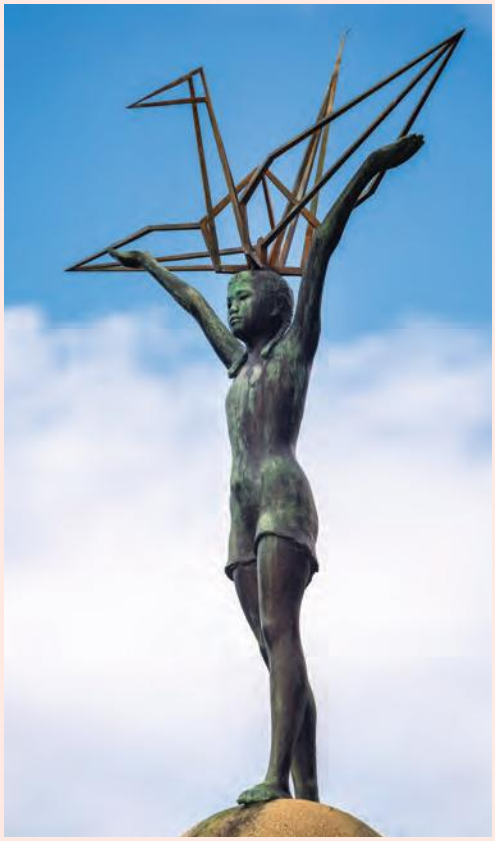
The story of Sadako Sasaki

Sadako Sasaki is one of the most famous victims of the atomic bombings in Japan during World War II. She was only two years old when the atomic bomb was dropped on her home city of Hiroshima. She survived the explosion, but began to experience symptoms nearly a decade later. In November 1954, she developed swelling on her neck, and purple spots on her legs. She was diagnosed with leukaemia, and hospitalised in February 1955.

While in hospital, Sadako was visited by a friend who taught her how to fold paper to make origami cranes. There is a Japanese tradition that folding 1000 paper cranes brings good luck, and grants the person who folds them one wish. Sadako attempted to fold 1000 cranes, but died in October 1955, at the age of 12, before she could complete her task. Her friends and family finished the cranes, and built a memorial to Sadako and all the children who were affected by the bombings.

There were tens of thousands of victims of the atomic bombings. Sadako's death is just one example of the horrifying effects caused by the bombing of Hiroshima.

For more information on this key concept, refer to page 224 of 'The history toolkit'.



Source 15 A statue of Sadako Sasaki holding a crane in the Peace Memorial Park in Hiroshima

KEY CONCEPT
Cause & effect

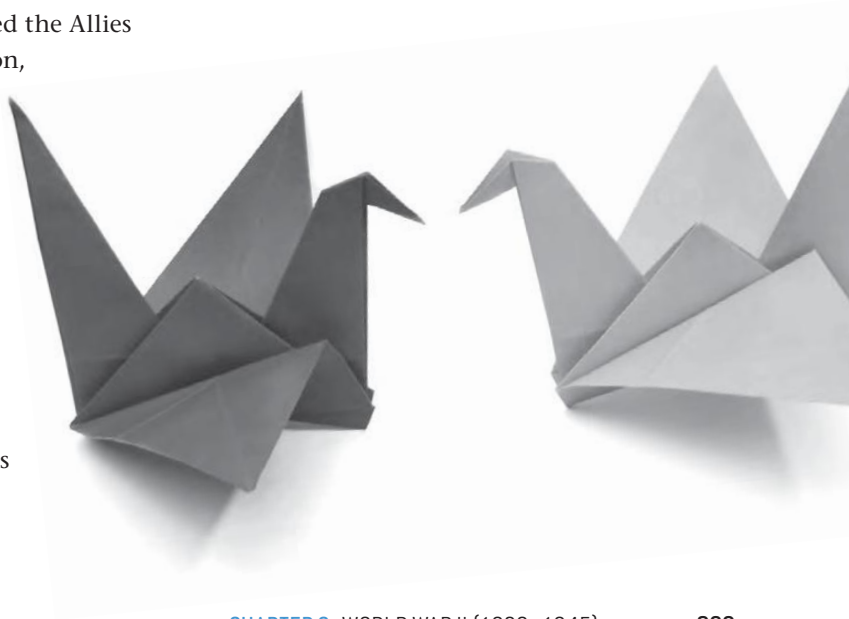
Explore it!
A virtual field trip to Peace Memorial Park (Hiroshima)

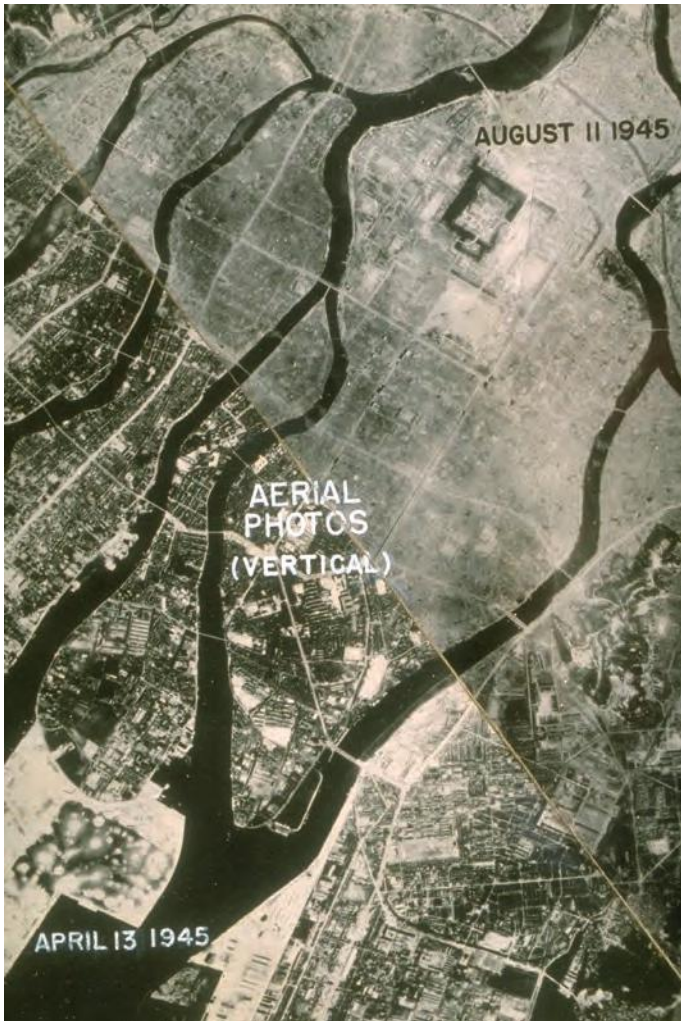
Japan surrenders

Japan was shocked and devastated by the two atomic bombings and the declaration of war by the Soviet Union. Although the Japanese military commanders wanted to continue fighting the war, Emperor Hirohito ordered his government to surrender.

On 14 August 1945, the Japanese Government notified the Allies that it would accept the terms of the Potsdam Declaration, provided the emperor retained full sovereignty over Japan; that is, the right to rule independently and free of foreign influence. That night, members of the Japanese military attempted to overthrow the government and remove Hirohito from power. They were unsuccessful.

On 15 August 1945, Hirohito's surrender speech was broadcast on Japanese radio, marking the end of World War II – a day that became known as 'Victory in the Pacific Day'. The formal declaration of surrender was signed on 2 September 1945, and the Allies occupied Japan from that date until 1952.





Source 16 Hiroshima before (13 April 1945) and after (11 August 1945) the atomic bombing

Debate about the bombings

Immediately after World War II ended, most Americans supported the use of the atomic bombs to force Japan to surrender. Disturbing images of maimed survivors were **censored** in the United States, and many people were so used to anti-Japanese propaganda that they felt little empathy for the victims of the bombings. Since then, however, there have been fierce debates over whether the atomic bombings were justified or necessary to win the war.

Some argue that the bombings saved millions of lives by preventing the need for an invasion of the Japanese home islands. The ferocity with which Japanese soldiers fought at Iwo Jima and Okinawa made this a popular view among American soldiers and their families. Other supporters of the decision to use the atomic bombs say that Japan's 'never surrender' warrior culture meant that, without the bombings, Japan would not have surrendered. Some historians have argued that the atomic bombings were in fact the inevitable result of both sides engaging in total war.

Some critics of the bombings argue that the surprise bombing of civilians with nuclear weapons was fundamentally and morally wrong. Others argue that the bombings constituted war crimes, or crimes against humanity. In a 2003 interview, Robert McNamara, US Secretary of Defence from 1961 to 1968, recalled General Curtis LeMay – who was involved in planning the bombings – telling him: 'If we'd lost the war, we'd all have been prosecuted as war criminals.'

censored
banned or limited information, books or ideas that are considered sensitive or damaging

Think, pair, share *

- Think about the consequences of the atomic bombings of Hiroshima and Nagasaki.
- Discuss your ideas with a partner.
- Share your thoughts with the class.

9.8 CHECK YOUR LEARNING

Review and understand

1. **Outline** the reasons for the choice of Hiroshima as the target for the first atomic bombing.
2. **Identify** the people who sent the letter to US President Franklin D. Roosevelt that kickstarted the Manhattan Project, and outline the two main points of the letter.
3. **Explain** why Operation Downfall was never fully carried out.

Apply and analyse

4. **Apply** the concept of cause and effect to explain how people dying in the 1950s were linked to the bombings of Hiroshima and Nagasaki.
5. Using the 5Rs of historical significance (see page 235 of 'The history toolkit'), **determine** how significant the race to build atomic weapons was.

Evaluate and create

6. Outline some of the arguments for and against the atomic bombings of Hiroshima and Nagasaki in World War II. Do you believe the bombings were justified?

9.9 The Kokoda campaign

In this topic, you will:

- explain the significance of the Kokoda campaign
- identify the continuity of the ANZAC legend in the Kokoda campaign.

Explore it!
A virtual field trip to the Kokoda Track

Key skill worksheet
Analysing cause & effect: Kokoda Track

Japanese forces occupied parts of the north-east of the island of New Guinea in early 1942. As the Japanese navy was halted at the Battle of the Coral Sea, Japan's only option to seize Port Moresby, the capital, seemed to be an overland assault through dense jungle along a narrow path known as the Kokoda Track.

The Kokoda Track (sometimes called the Kokoda Trail) is a roughly 96-kilometre-long narrow path in Papua, connecting Port Moresby to the village of Kokoda (see Source 17). Surrounded by steep mountains and jungle, the track was frequently a river of sticky mud, and it was extremely slippery.

As the risk of a Japanese attack on Port Moresby increased, a military force had to be assembled. Because most Australian troops had been fighting for more than two years in Africa and the Middle East, or had been captured as POWs in the fall of Singapore, a new group of soldiers had to be assembled. Military leaders gathered a group of volunteers from the Citizen Military Force (see topic 9.10 on page 294) and local Papuan soldiers. They became known as Maroubra Force. These troops were young, inexperienced and underprepared for frontline combat. They received little training in jungle warfare, and were equipped with old, outdated weapons. By mid-1942, however, more experienced officers were sent to support the young soldiers.

Some units were kept around Port Moresby in reserve, while a smaller force was posted to the village of Kokoda in July 1942 to defend the airfield there. It took them eight days and nights to reach Kokoda, with the troops arriving on 15 July 1942.

Events and effects

The first clash of the Kokoda campaign occurred on 23 July 1942, when a small Australian platoon slowed the Japanese advance across the Kumusi River, before falling back to Kokoda. On 29 July 1942, 80 men defended Kokoda against a Japanese attack, suffering heavy casualties as they engaged in hand-to-hand fighting. The next morning, they retreated further along the track to the village of Deniki. They suffered heavy casualties attempting to retake Kokoda on 8 August 1942, as well as during the retreat along the track. This retreat was followed by a two-week break in the fighting, when the survivors met with reserves from Port Moresby and prepared to defend the track at Isurava.

The Battle of Isurava was a major turning point in the Kokoda campaign. Maroubra Force defended the track bravely, but was outnumbered and suffered heavy casualties on the first day of battle. At Isurava, however, the first substantial reinforcements from the AIF began to arrive, providing a vital boost for the Maroubra Force. The battle lasted four days, before the Australians had to retreat further, mounting small-scale delaying actions along the way. Further battles took place at Mission Ridge and Imita Ridge, before the Japanese troops began to run out of supplies and their advance stalled. In October,

PAPUA: THE KOKODA TRACK

Source 17

Source: Oxford University Press

Source 18 Steps on the Kokoda Track (AWM 026821)

Source 19

Many a lad will see his mother
and husbands see their wives
Just because the fuzzy wuzzy
carried them to save their lives
From mortar bombs and machine gun fire
or chance surprise attacks
To the safety and the care of doctors
at the bottom of the track

May the mothers of Australia
when they offer up a prayer
Mention those impromptu angels
with their fuzzy wuzzy hair.

Extract from the poem
Fuzzy Wuzzy Angels by Bert Beros

Australian troops launched a counter-attack along the track, gradually forcing the Japanese back. By 2 November 1942, Kokoda was back in Allied hands. However, months of hard fighting lay ahead before the Allies could shift the Japanese from their bases at Buna and Gona.

Approximately 625 Australians were killed fighting along the Kokoda Track, and at least 1600 were wounded. More than 4000 suffered from serious illnesses, such as malaria. In the immediate aftermath of the campaign, members of Maroubra Force were hailed as 'the men who saved Australia'. The campaign also had an immediate impact on the organisation of both the American and Australian armies. The Australian troops on the track had been poorly supplied because of the unreliability of air drops. Both the Australian and American militaries developed new techniques for dropping supplies after their experiences at Kokoda.

Papuan peoples

Papuan peoples living in the villages along the Kokoda Track prior to World War II lived a traditional life, maintaining little contact with the outside world. From 1942, however, both Australian and Japanese troops trampled crops, destroyed huts and stole food due to the nature of the war. Villages were destroyed and many villagers were killed.

The Papuan peoples had no reason to be loyal to the Australians, who often treated them as second-class citizens in their own country. Yet many assisted the Australians – moving supplies to the frontline and carrying the sick and injured over the track to Owers' Corner. Their compassion for the sick soldiers earned the gratitude of the Australians, who called them the 'fuzzy wuzzy angels'.

After the Kokoda campaign, many villagers continued working for the Allies, building tracks, bridges and huts. Some joined the Papuan Infantry Battalion or the New Guinea Infantry Battalion.

Sapper Bert Beros wrote one of the famous Australian poems of World War II, sending it to his mother who had it published in the Brisbane *Courier-Mail* (see Source 19).

Source 20 Simple houses made of straw and wood in Avatip, modern-day Papua New Guinea; in this region, one can only meet people from isolated local tribes.

KEY CONCEPT
Continuity & change

The ANZAC spirit at Kokoda

The Kokoda campaign encapsulated and continued the ANZAC spirit, which was born from the courage, mateship and bravery shown by Australian and New Zealand soldiers in World War I.

One brave soldier at Kokoda was an Australian sergeant named Bill Guest. His battalion attempted to reoccupy Kokoda in August 1942, but – outnumbered by the enemy and with no way of accessing supplies – they were forced to pull out. Although most of his battalion retreated, Guest remained behind with 21 other men to make sure the wounded among them would make it out safely. After six days trekking through the jungle with no food, Guest and his men rejoined the battalion at Isurava. They were weak and sick, but fought bravely when Japanese forces launched an attack on 27 August 1942. They were saved from defeat when reinforcements arrived to fight alongside them.

On 14 August 2002, Australian Prime Minister John Howard and the Prime Minister of Papua New Guinea, Sir Michael Somare, unveiled a memorial to the Kokoda campaign at Isurava (see Source 21). Bill Guest was present for the unveiling, representing himself and the 56 000 Australians who were at one time or another involved in the Kokoda campaign.

For more information on this key concept, refer to page 224 of 'The history toolkit'.

Source 21 The Isurava Memorial was constructed for the 60th anniversary of the Kokoda campaign.

9.9 CHECK YOUR LEARNING

Review and understand

1. **Describe** the location of the Kokoda Track.
2. **Identify** the groups of people that made up Maroubra Force.
3. **Explain** why the Australians called the local villagers 'angels.'

Apply and analyse

4. In your own words, **explain** how the Kokoda campaign continued the ANZAC legend.
5. **Analyse** Source 19. How do you think Australians back home would have interpreted this poem? What would they think of the Papuans?

Evaluate and create

6. **Research** the experiences of Australian and Japanese soldiers fighting in the Kokoda campaign. Prepare a PowerPoint presentation that compares and contrasts the experiences of the two groups.

9.10 The Battle for Australia

In this topic, you will:

» analyse the different perspectives on the Battle for Australia.

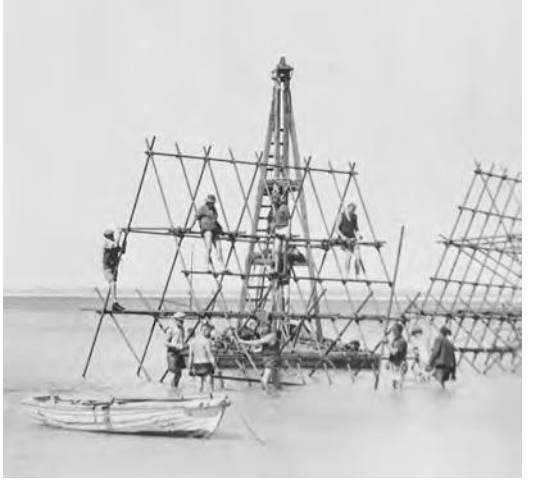
Quiz me!
A quick quiz on the Battle for Australia

Following Japan's success in the Asia–Pacific region, fears grew that it would target Australia next. After Japan took Singapore on 15 February 1942, Australian Prime Minister John Curtain said: 'The fall of Singapore opens the Battle for Australia.' Just days later, the Japanese attacked Darwin, and in May they entered Sydney Harbour (see pages 272 to 273).

Rumours quickly spread about a supposed imminent Japanese invasion. In coastal areas, large anti-boat scaffolds – called 'hurdle defences' – were built on the beaches to defend against enemy beach landings (see Source 22), and Curtin called upon the nation to act:

> You must make a complete sacrifice for Australia, or become a complete sacrifice to the enemy. It's fight, work – or perish.

By mid-1944, however, the threat of Japanese invasion had passed. This was mainly due to Allied success in the Asia–Pacific, including in the Battle for the Coral Sea and the Battle for Milne Bay.



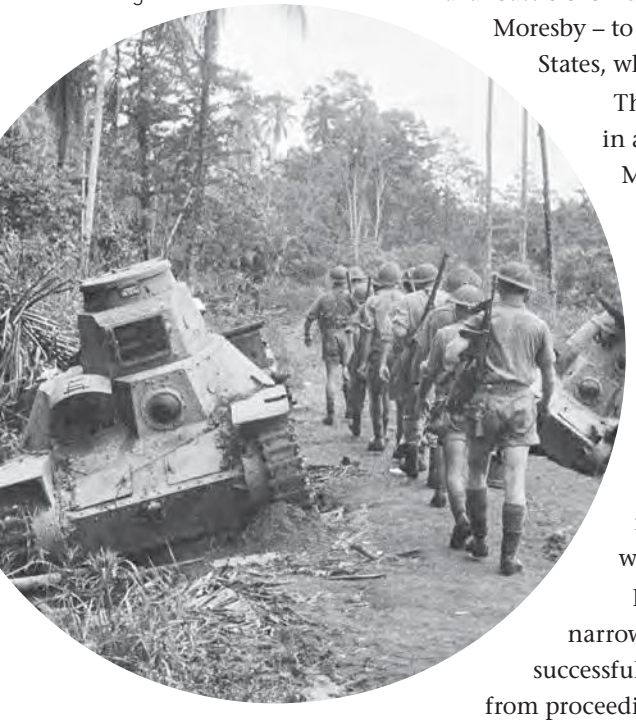
Source 22 Men build large hurdle defences on the beaches in South Fremantle, Western Australia, 1943.

The Battle of the Coral Sea

The Battle of the Coral Sea took place between Japanese and Allied forces (from the United States and Australia) off the north-east coast of Australia from 4 to 8 May 1942. It was the first aircraft carrier battle ever fought, with all attacks carried out by aeroplanes. It also became the largest naval battle ever fought off Australian shores. The Japanese were attempting to capture Port Moresby – to halt the movement of troops and resources between Australia and the United States, while also extending their influence in the Pacific area.

This was the first time in World War II that the Japanese experienced failure in a major operation. The Battle of the Coral Sea prevented invasion of Port Moresby by sea, but the Japanese would soon attempt to capture the city by land.

Source 23 Australian soldiers pass abandoned Japanese tanks in Milne Bay.



The Battle of Milne Bay

Unable to reach Port Moresby via the Kokoda Track (see page 291), around 2000 Japanese landed at Milne Bay – roughly 370 kilometres from the capital – on the night of 25 August 1942. They were equipped with supplies and heavy equipment, such as tanks. However, they had completely underestimated the Allied forces, who numbered almost 9000 troops, including two Australian infantry brigades. The Japanese pushed on, and were soon joined by around 800 reinforcements.

Like the Kokoda Track, the terrain of Milne Bay was difficult, swampy, narrow, covered in dense jungle, hot and humid. While the Japanese were initially successful, capturing the village of Gili Gili, torrential rain soon prevented the tanks from proceeding (see Source 23).

The Australians also had to face enemy jungle snipers. It was reported that the Japanese would call orders out in English at night, sometimes tricking the Australians into abandoning their positions.

On 31 August 1942, a decisive battle around the airstrips resulted in heavy losses for the Japanese, who had to eventually retreat. Australian casualties numbered 373. Of the 2800 Japanese who had landed, only 1318 managed to evacuate the island.

This marked the first land victory in the Pacific War won by Allied forces, and the majority of the soldiers involved were Australian.

Perspectives on the Battle for Australia

Until the mid-1990s, no historian had recorded that Japan had planned to invade Australia. However, with hindsight, the combined actions of the bombing of Darwin, the attack on Sydney Harbour and the fighting in nearby Papua began to look like strategic moves towards Australia. To this day, historians argue about the extent to which Japan really wanted to invade Australia.

Source 24

The Allied successes on the Kokoda Track, at Milne Bay, and on Guadalcanal ensured the security of Australia … If Port Moresby had been taken by [Japanese] troops advancing over the Kokoda Track, the whole strategic situation would have been transformed. In that sense, Kokoda was the most important battle fought by Australians in the Second World War … during 1942 Australia was in great peril. The Allied policy of 'Beat Hitler First' meant that Australia faced the prospect of a Japanese invasion with only limited support from the United States.

Extract from Dr David Horner, Professor of Australian Defence History, Australian National University, 'Defending Australia in 1942', *War & Society*, May 1993

Source 25

It seems to be that Australians want to believe that they were part of a war, that the war came close; that it mattered … Set against the prosaic reality, the desire is poignant and rather pathetic.

Extract from by Peter Stanley, Australian historian and research professor, University of New South Wales, 'Threat made Manifest', *Griffith Review*, Spring 2005

Remembering the Battle for Australia

On 3 September 2008, Australian Prime Minister Kevin Rudd honoured the service and sacrifice of all those who served in the defence of Australia in 1942 and 1943, announcing that a 'Battle for Australia' day was to be held each year on the first Wednesday of September.

Commemorations for the Battle for Australia recognise those who fought on land, air and sea in the Kokoda campaign, the Battle of the Coral Sea and the Battle of Milne Bay, and in other nearby places, including Papua, New Guinea and Bougainville.

9.10 CHECK YOUR LEARNING

Review and understand

1. **Identify** when 'Battle for Australia' day takes place.
2. **Explain** why Australians began to fear a potential Japanese invasion in 1942.
3. **Identify** the city the Japanese forces were attempting to capture in the Battle of the Coral Sea and the Battle of Milne Bay.

Apply and analyse

4. **Analyse** the significance of the following events:
   - **a** the Allied victory in the Battle of the Coral Sea.
   - **b** the Allied victory in the Battle of Milne Bay.
5. **Analyse** the different perspectives on the Battle for Australia shown in Sources 24 and 25.
6. How important do you think it is to commemorate the Battle for Australia each year? **Justify** your response.

9B

RICH TASK

Quizlet
Revise the key terms you have learnt so far.

Antisemitism and the Holocaust

There is considerable evidence that details the experiences of those who were subjected to antisemitism in Nazi Germany, before, during and at the end of World War II.

Evidence includes the many laws passed in Germany during the 1930s. Once the war started, the Nazis took photographs in the ghettos and in concentration camps. Then, when the camps were liberated by the Allies in May 1945, there were more photographs taken and views recorded by those who liberated the camps. The soldiers were shocked at what they found. Still later, as Holocaust survivors began to readjust to life after the trauma, many of them documented their experiences and feelings.

Source 26

I hated the brutality, the sadism, and the insanity of Nazism. I just couldn't stand by and see people destroyed. I did what I could, what I had to do, what my conscience told me I must do. That's all there is to it. Really, nothing more.

Quote from Oskar Schindler, a German industrialist who saved the lives of many Jews

Source 27

When people came to gas chamber, they had a soldier going around and said, 'Women here, men here. Undress. Take shower.' They told them, 'You're going to a camp. Going to work. Tie shoes together. And make sure your children tie their shoes together. Because when you come out, you don't so much spend time look for your shoes and your clothes.' All a lie. They were not thinking about it that they will be dead in another fifteen minutes.

Quote from Holocaust survivor Sigmund Boraks

Source 28

A Jew cannot be a citizen of the Reich. He cannot exercise the right to vote; he cannot hold public office … Marriages between Jews and nationals of German or kindred blood are forbidden … Jews are forbidden to display the Reich and national flag or the national colours.

Extracts from the Nuremberg Laws – a series of antisemitic laws put in place in Germany by the Nazis

Source 29

I feel the urge to present to you a true report of the recent riots, plundering and destruction of Jewish property [on *Kristallnacht*]. Despite what the official Nazi account says, the German people have nothing whatever to do with these riots and burnings. The police supplied [stormtroopers] with axes, house-breaking tools and ladders … the mob worked under the leadership of [Hitler's stormtroopers].

Extract from anonymous letter from a German civil servant to the British consul, 1938

Source 30 Buchenwald prisoners liberated by the US army in April 1945

KEY SKILL
Analysing sources

Evaluating the reliability and usefulness of sources

Being able to evaluate the reliability and usefulness of different sources is one of the most important historical skills you need to master. The first thing to understand is that these terms (reliable and useful) are not interchangeable: a source can be both unreliable and useful at the same time, or reliable and not useful at the same time!

Follow the following steps to evaluate reliability and usefulness:

Step 1 **Evaluating reliability:** To determine the reliability of a source, you need to identify whether it is biased. To recognise bias in a source, think about:

- who created it, and when
- why it was created
- how it represents the facts
- whether it shows just one side of the story
- whether the views expressed in the source can be verified.

You can then come to a conclusion about whether the source is biased. You need to explain how and why a source is biased, and how this bias affects its reliability. The more biased the source, the less reliable it is; *but* remember that sources are never completely reliable nor unreliable.

Step 2 **Evaluating usefulness:** Some historical sources are more useful than others. But sources are not simply useful or not useful in their own right. They are useful or not useful depending on what you wish to find out from them.

Just because a source is biased does not automatically mean that it is not useful. It may be extremely useful if you are investigating the opinions of a particular group at a particular time. To make a conclusion about whether a source is 'useful', you need to be very clear about *what* you want to use the source for.

To evaluate a source's usefulness:

- Identify whether the source is biased/reliable.
- Look at what the source is telling/showing you and compare it to what you would like to know. Remember to consider both explicit (clear) and implicit (hidden) messages.
- Ask yourself: what are the uses of this source to answer my historical question? What are the problems of using this source to answer my historical question?
- Make a final judgment about the source's usefulness for your purposes.

For more information on this key skill, refer to page 236 of 'The history toolkit'.

Practise the skill

1 **Analyse** each of the sources provided in this rich task. Then, using the steps above:
   a **evaluate** each source's reliability.
   b **evaluate** how useful each source would be in explaining Nazi attitudes towards Jews.
   c **evaluate** how useful each source would be as evidence that not all Germans supported the Nazi's antisemitic policies.

2 For each source, be sure to **explain** how you reached your conclusions.

Extend your understanding

1 **Research** some of the main concentration camps that were built by the Nazis in Germany and its occupied territories. For each camp, take notes on the following:
   - name of the camp
   - location
   - when it was built
   - its main purpose
   - the years in which it operated
   - the estimated number of Jews (and non-Jews) killed in the camp.

2 See if you can locate the story of a person who survived the camp, and **summarise** some of their main experiences. If possible, try and also find some images, drawings or photographs of some aspect of the camp.

3 **Create** a PowerPoint presentation that highlights your findings.

9.11 Australia's commitment to the war

In this topic, you will:

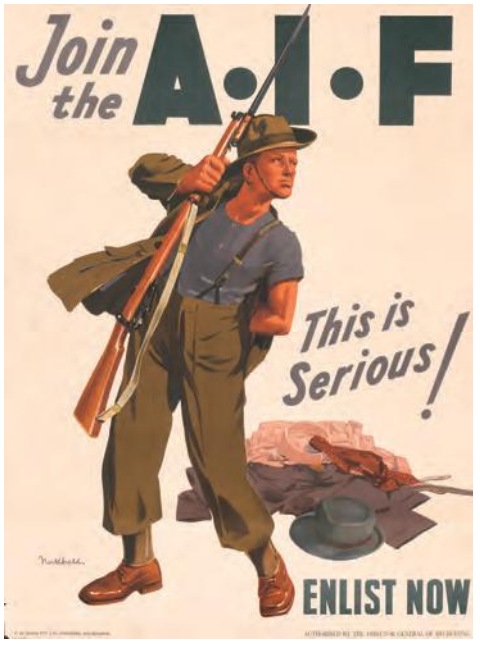
» identify the extent of Australia's commitment to the war effort.

When Britain declared war on Germany on 3 September 1939, Australia gave its full support to the declaration. Only a few hours later, the Australian Prime Minister, Robert Menzies, made a radio broadcast to the nation.

Source 1

> Fellow Australians,
>
> It is my melancholy duty to inform you officially, that in consequence of a persistence by Germany in her invasion of Poland, Great Britain has declared war upon her and that, as a result, Australia is also at war. No harder task can fall to the lot of a democratic leader than to make such an announcement.
>
> Extract from a speech made by Prime Minister Robert Menzies, 3 September 1939

Source 2 Robert Menzies (1894–1978) was prime minister of Australia when World War II was declared.



Source 3 A Second AIF recruitment poster (AWM ART06723)

Despite the declaration of war, Menzies was initially reluctant to commit Australian troops to fight in Europe. Australia's military was in a depleted state, and Menzies wanted to ensure that Australia could defend itself at home if required. The First AIF had been disbanded after World War I. In 1939, the Australian army consisted of around 3000 professional soldiers, and a voluntary militia (non-professional soldiers) called the Citizen Military Force (CMF). The CMF could only serve in defence of Australia. These units were mainly equipped with weapons brought home from World War I by the First AIF.

Despite his doubts, Menzies authorised the creation of the Second AIF in September 1939. The Australian Government had promised 20 000 soldiers for the British war effort, but initially struggled to fulfil this commitment. Soldiers in the AIF were paid less than those in the CMF, and AIF wages were even lower than the dole (state benefits). As a result, many members of the CMF were reluctant to transfer to the AIF. The Royal Australian Air Force (RAAF) was also much more attractive to many Australians, because it seemed more exciting and offered higher wages. It took three months to fill the 6th Division of the AIF, in contrast to the three weeks it took to raise 20 000 men at the start of World War I.

The fall of France in 1940 changed Australia's perception of the war. Recruitment rates surged, three new divisions of the AIF were formed, and the government began to pour money into war-related industries. From 1940 to 1942, the AIF served mainly in Libya, Greece, Crete, Syria, Egypt and Malaya.

Conscription was still a matter of great debate in Australia at the start of World War II. When conscription was introduced in October 1939, it only required unmarried men who were 21 years old to report for three months' militia training and service in the CMF. These men could also choose to serve only in Australia or its territories.

In 1942, however, all men aged 18–35 and single men aged 35–45 became eligible to be conscripted into the CMF. These conscripts, despite being given the derogatory nickname 'Chocos', performed admirably under incredibly difficult conditions in the Kokoda and Milne Bay campaigns. (Choco was short for 'chocolate soldier' because members of the militia were thought to 'melt' in the heat of battle.)

From September 1939 until December 1941, Australia gave full support to the war in Europe. This changed dramatically with the bombing of Pearl Harbor in 1941 and the fall of Singapore in 1942.

After John Curtin was elected prime minister in 1941 and Japan entered the war, Australia's experience of the war changed (see Source 4). Women were encouraged to enter the workforce; industry and the production of goods and equipment became regulated by the government; and coastal defences were extended and reinforced. With the fall of Singapore, it seemed that Australia was directly under threat for the first time (see topic 9.10 on page 294).

Source 5 Soldiers of the Second AIF leave Australia to serve in the war, January 1940. Their helmets show their enlistment numbers and the cases on their chests hold their gas masks. (AWM 011141)

Source 4

> Men and women of Australia, we are at war with Japan. That has happened because, in the first instance, Japanese naval and air forces launched an unprovoked attack on British and United States territory; because our vital interests are imperilled and because the rights of free people in the whole Pacific are assailed. As a result, the Australian Government this afternoon took the necessary steps which will mean that a state of war exists between Australia and Japan. Tomorrow, in common with the United Kingdom, the United States of America and the Netherlands East Indies governments, the Australian Government will formally and solemnly declare the state of war it has striven so sincerely and strenuously to avoid.
>
> Extract from John Curtin's declaration of war on Japan; from the ABC radio broadcast of the prime minister's address to the nation, 8 December 1941

Analyse this!
John Curtin's declaration of war on Japan

9.11 CHECK YOUR LEARNING

Review and understand

1 **Explain** why Prime Minister Robert Menzies was initially reluctant to commit Australian troops to fight in Europe.

2 a **Identify** the reasons why the AIF initially struggled to fulfil Australia's commitment of supplying 20 000 soldiers to support British troops in Europe.

   b **Identify** the event that boosted recruitment.

3 **Explain** why conscripted members of the CMF were nicknamed 'Chocos'.

Apply and analyse

4 What do Menzies' words (see Source 1) tell us about the relationship between Britain and Australia in 1939? **Explain** your answer.

5 **Summarise** how and why Australia increased its commitment to the war after 1941. Refer to Source 4 in your answer.

Evaluate and create

6 Conduct some additional research and **create** a simple mind map to show Australia's use of troops in the war. Use different colours to represent different contributions to the war effort. In your mind map, include the CMF, the AIF, the RAAF, conscripted troops, and women at home in Australia.

9.12 Life on the home front: wartime government

In this topic, you will:

» explore the effects of World War II on the home front, including the use of wartime government controls.

When Australian Prime Minister Robert Menzies committed Australia to the war in 1939, the direct threat to the Australian mainland was low, due to its distance from the European theatre of war. However, after the Pacific War began in 1941, and Japanese forces moved closer to Australia, the perceived threat of invasion meant that the Australian war effort increased significantly. This changed the lives of ordinary Australians on the **home front**.

home front
those citizens who remain at home during a war

National Security Act

One of the first steps towards total war taken by the Australian Government was the *National Security Act*. This Act, passed on 8 September 1939, introduced laws that gave the federal government greater powers to respond to the threat of war. It allowed newspapers and the media to be censored, and legalised the detention of so-called 'enemy aliens'; for example, Germans and Italians living in Australia. It also meant that groups that opposed the war, such as the Communist Party of Australia and Jehovah's Witnesses, were banned.

Censorship and propaganda

During the war years, the Australian Government believed that strict censorship was necessary to maintain national security and boost public morale. The Department of Information was responsible for the administration of censorship. All forms of media, such as newspapers and radio broadcasts, were subject to controls that limited what they could report. For example, when Australian and US soldiers brawled in the so-called 'Battle of Brisbane' on 26 November 1942, the death of one Australian and the injury to others was withheld from the public because the event was seen as threatening US–Australian relations.

Source 6 Mail being censored (AWM 139316)

In addition to this, the Department of Information censored mail (see Source 6) and monitored phone calls to ensure that military information relating to troop movements and locations was not communicated to the enemy.

In addition to censoring information during the war, the Australian Government also relied heavily on propaganda. Propaganda is information designed to influence the ideas and attitudes of a group of people by presenting only one side of an argument. Throughout World War II propaganda was used to encourage Australians to support the war in different ways: enlist to fight; work in certain industries; and support certain causes. Most importantly, propaganda was used to unite Australians against a common enemy. Propaganda did this by encouraging an emotional response from people. Anger, fear and a sense of national pride were all strong motivations.

Censorship and propaganda were used together during the war to ensure that Australians were sympathetic to significant changes being made to laws and government policies.

Internment

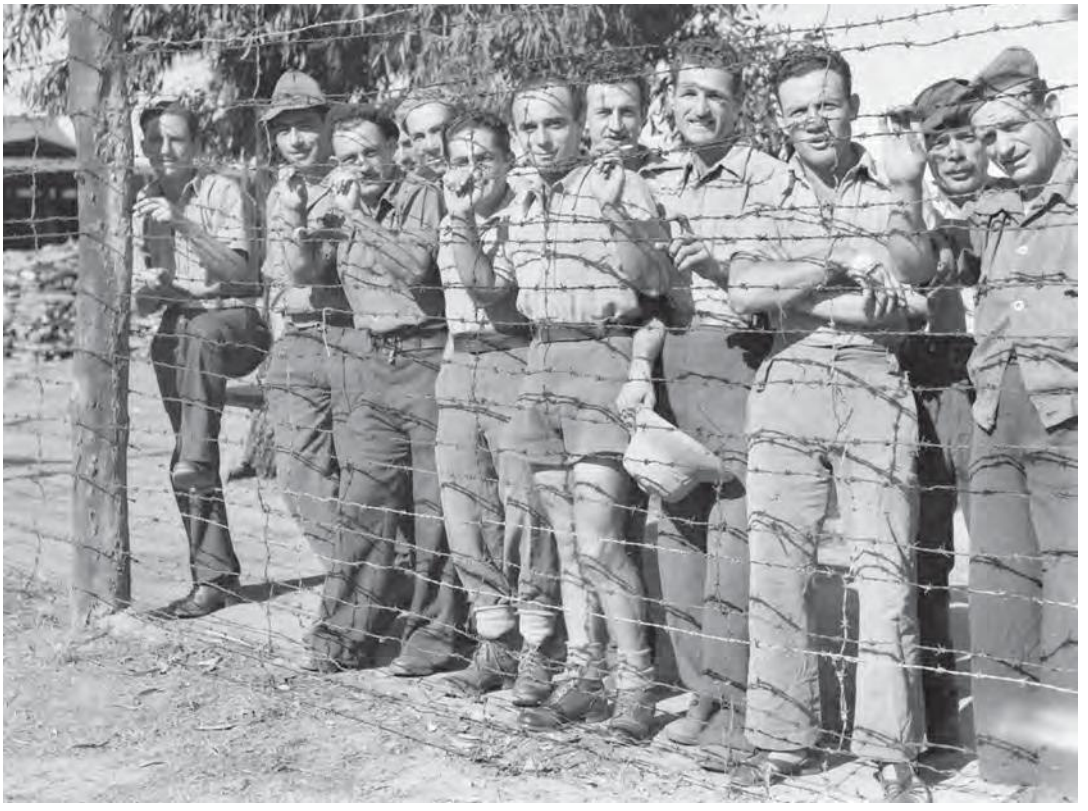
During the war, the Australian Government took steps against people living in Australia who they believed threatened national security. Initially, this included the **internment** of Germans and Italians living in Australia who were believed to be pro-Nazi or pro-fascist (see Source 8). When war with Japan began, all Japanese who lived in Australia were also interned. Approximately 7000 'enemy aliens', many of whom had lived peacefully and innocently in Australia for decades, were interned in camps around the country.

Everyday life

Although the people of northern Australia suffered numerous air attacks from the Japanese, the lives of most Australians further south were not dramatically affected by the actual fighting of World War II. However, their lives were influenced in other ways, including the types of work they were allowed to perform. The government gave priority to industries such as manufacturing (for war materials such as aircraft and munitions) and agriculture (which was vital for food supplies).

In 1942, the federal government established the Directorate of Manpower to control the workforce. This allowed the government to force people to work in particular jobs or industries. In a way, this was similar to conscription – only for industry service rather than military service.

Source 7 A campaign poster urging civilians in Australia not to gossip (AWM ART02497)

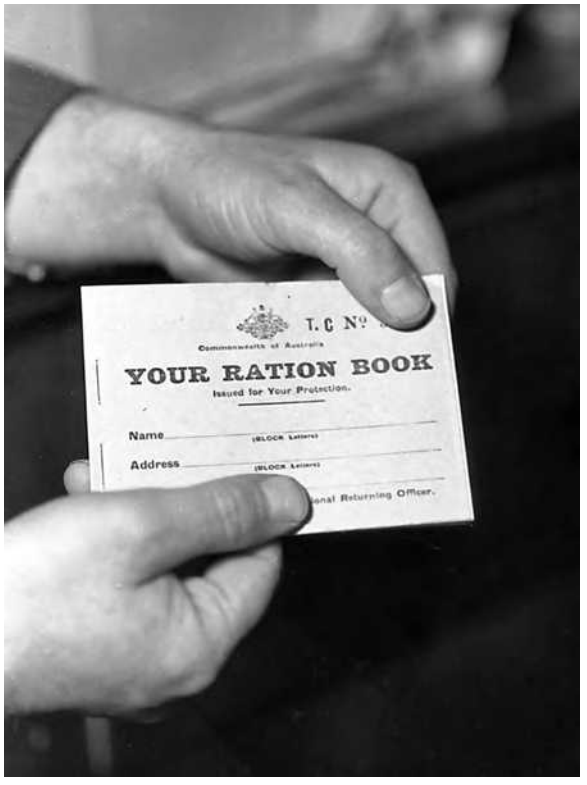


Source 8 Italian POWs at Liverpool Prisoner of War and Internment Camp, New South Wales, during World War II (AWM 123706)

internment
the detention or imprisonment of people (commonly in large numbers) without trial, especially during times of war

Analyse this!
Italian POWs

Source 9 Preparing for the night-time blackout



Source 10 Ration coupons entitled civilians to certain goods.

Other government policies influenced many aspects of Australian life during the war years. The fear of air raids, for example, led to the introduction of blackouts, which plunged major cities into darkness. Streetlights were switched off, car headlights were reduced to narrow beams, and houses were required to have blackout curtains to prevent light showing in the street (see Source 9). Failure to comply could result in fines.

The wartime government also imposed many other restrictions. It reduced hotel and bar trading hours and set maximum prices for restaurants. In 1942, it brought in national identity cards, which included personal details and listed the industry an individual worked in. Daylight saving was introduced to save power, and annual leave entitlements were cut back.

Rationing

As the war dragged on, the supply of many basic goods and products was limited. Restrictions on trading ships coming to Australia and the need to dedicate supplies of food and products to the war effort overseas meant that there were shortages of food and clothing for many ordinary Australians. In order to ensure that available supplies were distributed evenly, the Australian Government introduced a rationing system in May 1942. Products such as butter, milk, eggs, meat, tea, shoes and clothes were all rationed. Alcoholic drinks were also rationed, and people were encouraged to restrict travel unless it was absolutely necessary.

The government issued civilians with ration books containing coupons, which had to be presented when paying for certain goods (see Source 10). Pregnant women and families with young children were given extra rations.

During the war, some items simply could not be produced, such as pyjamas, lawnmowers and children's toys. Recycling was encouraged, and depots were set up for scrap metal, cloth and rubber. People were also urged to grow their own food to supplement their rations. Vegetable patches appeared in front gardens and many families kept chickens in the backyard.

Australians responded imaginatively to wartime rationing. Newspapers and magazines such as *The Australian Women's Weekly* offered advice about how to cope with the shortages. This included handy hints for cooking, and how to paint seams on the backs of their legs to look as if they were wearing stockings. Women were encouraged to avoid buying new items, by repairing and patching clothes for as long as possible.

Men on the home front

Almost three-quarters of a million Australians (mostly men) enlisted in the Second AIF during World War II. However, a great many more men and women were engaged in the war economy. Many men were not allowed to enlist in the armed forces because they worked

in **reserved occupations**, such as farming and manufacturing (see Source 11). These men were needed at home to construct vital wartime infrastructure and military buildings, such as ports, aerodromes, bridges and barracks, and also to make war equipment and munitions. The Allied Works Council was set up in 1942 to oversee such projects. As part of this program, the Civil Construction Corps was established. The corps, while a civilian organisation, was run with military-style discipline. By mid-1943, more than 50 000 men served in the corps, which was mostly made up of labourers, carpenters and truck drivers.

Men who were unable to enlist because of age, health or their positions in reserved professions also joined the Volunteer Defence Force. Members of this force, including many veterans of World War I, were trained to protect the home front against enemy attack. The Volunteer Air Observers Corps monitored the sky for potential air raids. Air-raid wardens made sure that everyone followed blackout procedures and participated in evacuation drills.

reserved occupations occupations that were considered vital to the war effort at home, such as farming and manufacturing; men working in these occupations were not allowed to enlist in the armed forces

Source 11 These men are shown producing munitions during World War II. Jobs such as these were known as 'reserved occupations' because they were essential to the war effort.

9.12 CHECK YOUR LEARNING

Review and understand

1. Identify when the *National Security Act* was passed and **describe** what it did.
2. What was the 'Battle of Brisbane'? **Explain** why details about it were censored.
3. **List** the items that were rationed in Australia.

Apply and analyse

4. **Explain** the purpose of the Directorate of Manpower.
5. **Classify** the different roles for men on home front during the war.

Evaluate and create

6. Consider propaganda in the twenty-first century. Can you think of any examples of propaganda produced by the Australian Government today?
7. In pairs, **discuss** if you think the Australian Government censors anything today.

9.13 Life on the home front: the changing role of women

In this topic, you will:

» explore the effects of World War II on the home front, including the changing role of women.

Australian women had a very broad range of duties and responsibilities during World War II. The needs of the armed forces, the war economy and the deployment of many men overseas created new types of work possibilities. Before the war, Australian women were not permitted to serve in the military. Most working women were employed in factories, shops or family businesses. It was expected that women would resign from their employment once they had children. Although the number of women entering the workforce between 1939 and 1945 only increased by about 5 per cent, the types of jobs they were involved in changed dramatically.

Source 12 A recruitment poster to attract women into the services (AWM ARTV00332)

At the start of World War II, women on the home front were encouraged to take the sorts of roles that they had held during World War I. They were expected to knit and sew, pack parcels, raise money, encourage enlistment and maintain the home.

This changed as the war came closer to Australia. From late 1940, women were not only permitted, but were encouraged to join the services (see Source 12). Around 35 000 women served in the army, making up around 5 per cent of the entire force. The Women's Auxiliary Australian Air Force (WAAAF), established in October 1940, was quickly followed by the women's army and navy forces. About one-tenth of the total RAAF ground staff were women. Women were not sent overseas to fight, but were trained in many of the home front tasks so that more servicemen could be freed up to join the overseas forces.

By the end of the war, the WAAAF was made up of 18 500 women, the Australian Women's Army Service (AWAS) had 24 000 (see Source 13), and the Women's Royal Australian Naval Service (WRANS) boasted 2000.

Source 13 AWAS mechanics

Most commonly, women's roles in the armed forces were clerical. However, some were involved in 'traditional men's roles', as signallers, truck and ambulance drivers, intelligence officers, wireless telegraphers or aircraft ground staff (see Source 14). Despite their new skills, women were still generally not permitted to take on combat roles or serve outside Australia. The exception was nurses, who served in most areas where Australian troops were sent. Near the end of the war, however, the AWAS did send women overseas – posting 350 women to Lae, Hollandia and Rabaul. It was the only non-medical service to do so.

Source 14 Female plane-maintenance workers

Outside the auxiliary forces, it was argued that increasing women's employment generally would enable more men to enter military service. However, the understanding was that this employment was only for the duration of the war. So women entered new areas of work, acting as tram conductors, and taxi and truck drivers. As the war progressed, Australian women worked increasingly in war industries, such as manufacturing munitions and military equipment. Under Directorate of Manpower regulations, women could be deployed in occupations that suited their skills. For example, a woman trained as a florist could be compelled to work in a factory because of her skills with wire; while a dancer could be sent to work on a farm because she was agile and physically fit.

Key skill worksheet
Identifying continuity & change: Women and work

By mid-1943, nearly 200 000 women were employed in roles that would assist the war effort. They were paid roughly two-thirds of men's pay rates.

As the war continued, and more and more men were conscripted, many farms suffered from a shortage of workers. The Women's Land Army was set up to distribute female labour to farms and orchards to keep food production going. Around 3000 women were members of the Land Army. Volunteer groups such as the Australian Women's National League continued to take on the more traditional tasks for the war effort, such as knitting socks for the troops, preparing Red Cross food parcels, and raising money for soldiers' families. Other volunteers completed training in emergency services, such as first aid and ambulance driving in case of air raids.

At the end of the war there was a general expectation that women would return to domestic duties in the home and that the returned soldiers would be welcomed back into the workforce. This is mostly what happened, but there were some women (especially single women) who remained in their jobs (see Source 15).

Source 15 Female employment in Australia (thousands)

Year	Employers & self-employed			Wage & salary earners			Total civilians
	Rural industries	Other industries	Total	Rural industries	Other industries	Total	
1933	15.1	56.2	71.3	4.4	447.5	451.9	523.2
1939	16.0	62.0	78.0	4.0	561.6	565.6	643.6
1943	11.7	34.4	46.1	28.1	682.1	710.2	756.3
1945	17.0	43.1	60.1	23.0	667.1	690.1	750.2
1946	16.0	61.0	77.0	21.0	660.9	681.9	758.9

Commonwealth of Australia Yearbook 1946–1947, p. 488

Graph it!
Female employment in Australia

It is often argued that women were forced out of the workforce and back to a dull, domestic existence at the end of the war. There is some truth in this, but there is also evidence that many women wanted to return to traditional roles. Many who had had boring and unfulfilling jobs during the war were glad to be rid of them. Others who had put off marriage and childbearing during the war were delighted to return to domesticity and begin raising their families.

9.13 CHECK YOUR LEARNING

Review and understand

1. **List** the kinds of jobs that women did in the services and for the general economy during the war.
2. **Identify** how many Australian women served in the army.
3. **Describe** the purpose of the Woman's Land Army.

Apply and analyse

4. **Analyse** Source 12 as a piece of wartime propaganda.
5. **Analyse** Source 15. What do you observe? What does this tell us about women in the workplace in Australia?

Evaluate and create

6. **To what extent** did the war change the role and status of Australian women? Use evidence to support your answer.
7. In pairs, **create** a role-play based around some of the issues women faced at the end of World War II. Adopt the roles of the following two characters:
   - A woman who has been working as a meteorologist during the war – she is single and has been earning a good wage during the war. She has also enjoyed the work and the independence. She does not see why she should now be forced to leave the workforce.
   - A man who has recently returned from the war and is keen to begin work as an accountant with his previous employer – unfortunately, there are no vacancies at the accounting firm, because all available roles have been filled by well-qualified women.

   Each person must speak at least five times during the role-play and support their arguments for and against the sacking of women and the re-employment of men in the workforce after the war.

9.14 Aboriginal and Torres Strait Islander peoples at war

In this topic, you will:

» investigate the role of Aboriginal and Torres Strait Islander peoples in World War II.

It is impossible to know how many Aboriginal and Torres Strait Islander peoples served during World War II. At the start of the war, the AIF officially only accepted Aboriginal and Torres Strait Islander peoples who were of 'substantially European descent'. However, Aboriginal and Torres Strait Islander peoples were accepted by the RAAF from the outset, and many joined the AIF by claiming to be another nationality. Furthermore, due to the early shortage of recruits, many recruiters accepted Aboriginal and Torres Strait Islander volunteers, despite official restrictions. Reg Saunders became the first Aboriginal commissioned officer in the Australian army in 1944. After the bombing of Darwin, the restrictions on Aboriginal and Torres Strait Islander peoples joining the AIF were relaxed. A small number of Torres Strait Islanders were also recruited into the US army.

Source 16 Aboriginal and Torres Strait Islander soldiers on parade, 1940 (AWM P02140.004)

It is estimated that around 3000 Aboriginal and Torres Strait Islander soldiers served in the armed forces during World War II, but the number who enlisted under another nationality was probably much higher.

In addition to the regular army, a number of Aboriginal and Torres Strait Islander peoples served in special forces (military units trained to conduct special operations). For example, the Torres Strait Light Infantry was formed in 1941 to defend the strategically important Torres Strait area. Also in 1941, anthropologist and soldier Donald Thomson was authorised to organise and lead the Northern Territory Special Reconnaissance Unit. This unit contained 51 Aboriginal and Torres Strait Islanders and five non-Indigenous Australians. They lived off the land while they patrolled the coastline of northern Australia. In the event of a Japanese invasion, they were to conduct a **guerrilla** campaign from behind enemy lines, using traditional weapons. Despite the significant contribution that they made to the war effort, the soldiers in these units were not formally enlisted in the army, and received goods such as tobacco rather than monetary pay until 1992, when backpay and medals were awarded.

Weblink
Aboriginal men at war

guerrilla
an unconventional method of warfare involving an unseen enemy, surprise and ambush tactics

Other Aboriginal and Torres Strait Islander peoples were employed by the army in a variety of roles. Some worked on farms and in butcheries, and some built roads and airfields. Others were construction workers, truck drivers and general labourers. They also filled more specialised roles, such as salvaging downed aircraft and organising munitions stockpiles. Many Aboriginal and Torres Strait Islander women were also involved in these roles, as well as joining organisations such as the Australian Women's Army Service. For example, Oodgeroo Noonuccal joined in 1942, after her two brothers were captured in the fall of Singapore. Her work during the war would lay the foundations for her later advocacy for Aboriginal rights.

Despite their important work, pay rates remained low for Aboriginal and Torres Strait Islander workers. The RAAF briefly increased their wages, but was pressured to lower them again by the government.

Source 17 This informal group portrait shows members of the 2/18th Australian Field Workshop, which included Aboriginal and Torres Strait Islander and non-Indigenous soldiers. Alick Jackomos (front row, centre), a Greek Australian, worked for Aboriginal rights and was one of the founders of the Aboriginal Advancement League after the war. (AWM P00898.001)

Aboriginal and Torres Strait Islander peoples made a huge contribution to the war effort. By 1944, almost every able-bodied male Torres Strait Islander had enlisted. This meant that, as a proportion of its population, no other community in the world voluntarily contributed as many men to the war effort. At first, their pay was one-third to that of regular soldiers. After a two-day 'mutiny' in December 1943, it was raised to two-thirds.

There seems to have been remarkably little racism or tension between Aboriginal and Torres Strait Islander and non-Indigenous Australians in the army. When they returned to civilian life, however, many Aboriginal and Torres Strait Islander veterans faced the same discrimination they had left behind before the war. Many were banned from Returned and Services League (RSL) clubs, except on Anzac Day. Most were not given the opportunity to use the skills they had learnt during the war when they returned home. Len Waters, a Kamilaroi (Gamilaraay) man who joined the RAAF in 1942 and flew 95 missions, dreamed of becoming a civilian pilot after the war. However, he was forced to return to his pre-war occupation as a shearer.

One former soldier, Tommy Lyons who had served at Tobruk, said on his return: 'In the army you had your mates and you were treated as equal, but back here you were treated like dogs.'

9.14 CHECK YOUR LEARNING

Review and understand

1 **Identify** the number of Aboriginal and Torres Strait Islander soldiers who are estimated to have fought in the war.

Apply and analyse

2 **Compare** the benefits of Aboriginal and Torres Strait Islander and non-Indigenous World War II veterans.

3 a **Explain** why Len Waters was a significant individual.

   b What does Waters' experience suggest about the treatment of Aboriginal and Torres Strait Islander peoples after World War II?

4 **Examine** Source 17 and answer the following questions.

   a **Explain** the context of this image in your own words.

   b What does this image tell us about racism and discrimination during the war?

   c **Apply** empathy to suggest how the Aboriginal and Torres Strait Islander soldiers pictured may have felt after returning home from the war, and why.

Evaluate and create

5 **Research** the Coloured Digger Project and the proposed memorial to Aboriginal and Torres Strait Islander soldiers. Record some of the opinions on the proposed memorial.

6 In pairs, **discuss** how significant you think Reg Saunders' promotion to become the first Aboriginal commissioned officer was. Why do you think it took until 1944 for an Aboriginal or Torres Strait Islander soldier to get promoted to officer rank? Compare your responses with those of other pairs in the class.

9.15 How Australians experienced the war

In this topic, you will:

- explore the experiences of Australians during the war
- analyse Australian reports on the war.

In the early years of World War II, Australia's contribution to the war effort closely mirrored that of World War I. Roughly 550 000 Australians served overseas in the armed forces out of a total population of 7 million. Australian service personnel fought in campaigns in Europe, the Middle East and the Pacific.

In 1941, Australian ground forces were stationed in North Africa, Greece, Crete and Syria as part of the wider imperial commitments. RAAF pilots and crew also played a major role in the Allied bombing campaigns over Germany, where 6500 died.

Source 18 Australian Army Rising Sun Badges, like this one from 1942, were issued to soldiers of the AIF during World War II. They helped identify Australians fighting abroad.

The bombing of Pearl Harbor and the fall of Singapore increased the level of Australia's involvement. From 1942, the majority of Australian forces were deployed in the South-West Pacific area – in New Guinea, the Dutch East Indies (now Indonesia) and the Pacific Islands.

In 1943, conscription into the armed forces in Australia's overseas territories – including New Guinea and the Solomon Islands – was introduced with little opposition. Because of the real threat of Japanese invasion, the issue of conscription was much less divisive than it had been during World War I.

In Australia, as with the other nations involved in World War II, 'total war' meant that both service personnel and civilians became part of the war effort. From early 1942, when the war came close to Australia's shores, all aspects of the Australian economy were focused on the war effort. 'Luxury' industries such as furniture-making were disbanded, and men involved in 'critical' war-related industries were not allowed to enlist. The United States made Australia its main base for the South-West Pacific, meaning that up to 1 million American service personnel were based in Australia. The economy was geared to meet the needs of these soldiers, as well as supporting the Australian forces and maintaining the war effort.

Prisoners of war (POWs)

Australian service personnel were captured by the enemy in all the major theatres of war. Roughly 8184 Australians were held as POWs in German and Italian camps. Of these, 269 died. These men were mostly captured in Greece and North Africa, while many members of the RAAF had been shot down in bombing raids over Germany and captured there. Most Australian POWs in Europe were imprisoned in purpose-built POW camps under decent conditions. Nine Australians were, however, among a group of 168 Allied pilots shot down over France and imprisoned in the Buchenwald concentration camp.

Source 19 Australian POWs in a Japanese prison camp at the end of the war (AWM 019199)

Analyse this!
Australian POWs

By far the highest number of Australian POWs were captured by the Japanese in the Pacific (see Source 19). Between January and March 1942, more than 22 000 Australian service personnel were captured by Japanese forces in the region, with 15 000 taken in Malaya and Singapore alone. By 1945, more than 8000 had died. The significantly higher rate of deaths among POWs captured by the Japanese can be attributed to Japan's attitude towards prisoners. Japanese military culture, shaped by traditional values, meant that the Japanese treated enemy prisoners poorly. Japan refused to follow the terms of the **Geneva Convention**, which outlines the basic standards of war, including in relation to the treatment of captured civilians and military personnel.

Geneva Convention
a term used to describe a number of international treaties and agreements that established a code of conduct for all countries during times of war; they outline the rights of prisoners (both military and civilian), and protections for the wounded and for civilians living in and around war zones

At camps in Ambon in Indonesia and Rabaul in New Guinea, conditions were so appalling that more than half those captured died, and hundreds of Australian prisoners were massacred. POWs were also killed in tragic accidents. In 1942, 1053 Australian POWs were killed while being transported from New Guinea to Japanese-occupied China. The Japanese ship they were on was torpedoed and sunk by an American submarine, unaware that the ship was carrying Allied POWs.

The Japanese also made use of POWs as forced labour, most notably on the Thailand–Burma Railway. Along with British, Dutch and American prisoners, 13 000 Australian POWs were used to build the Thailand–Burma Railway, which was to supply the Japanese campaign. About 2800 Australians died from malnutrition, mistreatment and disease.

KEY CONCEPT
Significance

Edward (Weary) Dunlop

Among Australia's POWs there were many remarkable stories of heroism and resilience. One of the most notable was the story of Edward (Weary) Dunlop, a Melbourne doctor who was serving in Java. When Singapore fell in February 1942, Dunlop had the opportunity to escape, but he remained behind to tend to his patients and became a POW of the Japanese later that year.

Dunlop was sent to work on the Thailand–Burma Railway, where he often put his own life on the line to care for sick and wounded soldiers. He also stood up to the Japanese on behalf of those unfit for work. In one instance, he saved the life of a blind amputee POW by standing between him and the bayonets of the Japanese soldiers. When the Japanese surrendered in 1945, Dunlop remained in Thailand to coordinate the evacuation of liberated POWs.

Source 20

> [T]housands of us [were] starved, scourged, racked with malaria, dysentery, beri beri, pellagra and the stinking tropical ulcers that ate a leg to the bone in a matter of days, and always Weary Dunlop and his fellow MOs [medical officers] stood up for us, were beaten, scorned, derided, and beaten again.
>
> Quote from an ex-POW, vicnet website

For more information on this key concept, refer to page 225 of 'The history toolkit'.

Source 21 Edward (Weary) Dunlop (right) in Singapore, 1942, with Lieutenant Colonel A.E. Oates

Reports on the war

When major battles occurred, many Australians often heard reports delivered by the Australian prime minister or read about them in their local newspapers. By reading primary sources (see Sources 22 to 24), we can try to understand and interpret the attitudes held by people at the time.

While events such as the bombing of Darwin or the submarine attack on Sydney were well documented, other incidents such as the Cowra breakout (see page 313) were not publicised. This censorship of certain events gives us insight into Australia's decision to 'protect' the public.

Source 22

Darwin has been bombed – but not conquered. We must face with fortitude the first onset, and remember that whatever the future holds in store for us, we are Australians and will fight grimly and victoriously. Let us each vow that this blow at Darwin and the loss that it has involved, and the suffering it has occasioned, shall gird our loins and steel our nerve. We, too, in every other Australian city, can face these assaults with the gallantry that is traditional in the people of our stock.

Statements by Prime Minister John Curtin in response to the bombings on Darwin, published in *The Advocate*, 23 February 1942

Source 23

Is our system of reconnaissance, observation and warning as efficient as it should be? Planes were damaged on the ground. Was there proper dispersal and camouflage? Why did these machines not take the air? Has our ingenuity failed to provide other fields from which an invading enemy air fleet can be attacked? There may not be much time to absorb the lessons of Darwin, but they must be examined quickly and applied at once in other centres which may become early targets for enemy raiders.

Extract from an editorial titled 'Are We Learning Darwin Lesson?', *Courier-Mail*, 23 February 1942

Source 24

The news is at once alarming and reassuring. The communiqué from Allied Headquarters is a glowing tribute to the vigilance of our services and the efficiency of our defences. If the vigilance of our defence forces had not been so keen and their counter-stroke so swift and deadly we might at this moment be confronted with a disaster.

Statements by Deputy Leader of the Federal Opposition Billy Hughes following the submarine attack on Sydney, published in *The Sydney Morning Herald*, 2 June 1942

Cowra breakout

In August 1944, Australia held 2223 Japanese POWs. Of these, 1104 were housed in 'Camp B' in a war compound near Cowra in mid-west New South Wales. Many of the prisoners had adopted aliases (different names) in captivity to avoid the news of their capture reaching their friends and family in Japan.

On 4 August 1944, inmates were informed that they were to be relocated to a POW camp in Hay, 400 kilometres west of Cowra. By informing the prisoners of their transport, Australians were acting in accordance with the Geneva Convention, which required advance notification for all prisoner transfers. Instead, the news acted as the catalyst for the largest prison breakout in World War II. At 2 a.m. on 5 August 1944, a Japanese bugle call (see Source 25) was heard across the compound, and 900 prisoners – armed with knives and other weapons – broke fences to escape. The prisoners were fired upon, but their numbers were too great and nearly 400 of them managed to escape.

Source 25 The bugle used to signal the Japanese breakout from Cowra

Over the next nine days, all the prisoners were recovered. In total, 231 prisoners were killed or committed suicide, and another 108 were injured. Four Australians were dead. There was great secrecy surrounding this event, as the authorities feared what might happen to Australian POWs in Japanese camps if the news spread.

Today, there remains controversy over some of the killings of Japanese prisoners, and whether they were necessary. Questions also remain about how the inmates were armed and managed to escape in the first place.

9.15 CHECK YOUR LEARNING

Review and understand

1. **Identify** five of the places where Australian soldiers served during World War II.
2. **Describe** the ways in which the Japanese treated their POWs. Give examples.
3. In your own words, **define** the Geneva Convention.

Apply and analyse

4. **Explain** why there were significantly higher death rates in Japanese POW camps. Use evidence from this topic to support your answer.
5. **Analyse** Sources 22 to 24 by reading them closely and answering the following questions:
   - a Write a short brainstorm on your impression of each of these sources. What do you notice about each one?
   - b **Identify** the message in each of these sources.
   - c **Determine** how accurate is the information in each one is.
   - d **Compare** the tone in each source.
6. **Determine** the significance of the Cowra Breakout. Refer to page 235 of 'The history toolkit' to help you get started.

Evaluate and create

7. **Research** Edward (Weary) Dunlop and write a short biography that provides details about his early life, his experiences and actions during World War II, and his life after the war, including the work he undertook to help former POWs.
8. **Research** the history of the 'Rising Sun' badges worn by Australian soldiers. How has the design changed over time?

9.16 Australia's international relationships

In this topic, you will:

» evaluate the significance of World War II to Australia's international relationships in the twentieth century.

Although Australia did not experience the levels of war damage of many of its allies and was never occupied by enemy forces, the conflict had a number of important consequences for the nation. It fundamentally altered Australia's relationship with Britain and the United States. The legacies of World War II also laid the foundations for great economic and social change in the second half of the twentieth century.

Australia and the United States

Key skill worksheet
Identifying continuity & change: Australia's international relationships

In 1939, Australia's Prime Minister Robert Menzies had committed Australia to a war in support of the British Empire. By 1945, though, the world had changed. Britain had entered the conflict as one of the world's greatest powers. The countries of the empire cooperated to confront Nazi aggression in Europe. However, as the conflict expanded into a global one, the strains of war took their toll. In confronting Nazi Germany, Britain became dependent on the financial, military and economic support of the United States.

As the war continued, Britain's resources were reduced, and the nation found it increasingly difficult to defend itself, and to fight Germany and Italy in Europe and North Africa. Britain could only send limited resources to Asia, when the war expanded into the Asia–Pacific region. When Japan struck, Britain experienced its greatest wartime defeat with the fall of Singapore in 1942.

Source 26 Australian Prime Minister John Curtin welcomes US General Douglas MacArthur to Australia, 1943.

To address this changing situation, Prime Minister John Curtin moved Australian troops from the Middle East to Australia, against the advice of the British Government. This was a practical, short-term solution to a major strategic problem. The long-term consequence was the realisation that Australia could no longer rely on Britain to defend it. Australia now focused on a strategic relationship with the United States. As a result of this new arrangement, Curtin placed Australian forces under the control of the broader US military campaign in the Pacific. US General Douglas MacArthur also established his base for the South-West Pacific campaign in Australia.

Until this point, Australia's foreign policy had largely been determined by the needs of the British Empire. This relationship with the United States was an important step in establishing an independent Australia, and continues to have an important bearing on Australian foreign policy decisions.

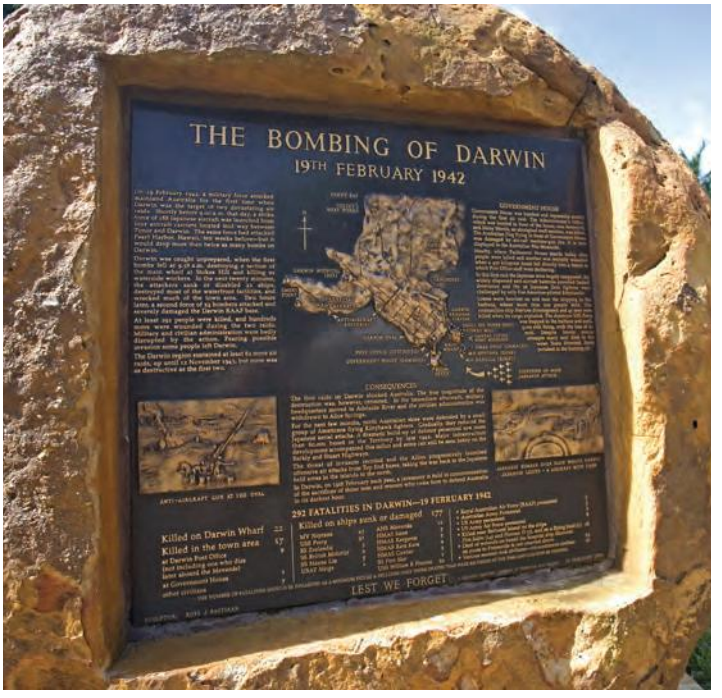
Source 27 US sailors and soldiers quickly made friends in Australia, and were received with hospitality.

Domestic changes

The social and economic implications of the war were far-reaching for Australia. Wartime industries had encouraged the growth of manufacturing and services. For the first time in the nation's history, farming ceased to be the major area of economic activity. Food processing and canning, an increase in steel production, and the manufacture of consumer goods such as washing machines and refrigerators all expanded during and after World War II. The first Holden car rolled off the assembly line at Fisherman's Bend, Victoria, on 29 November 1948, and cost the equivalent of two years' wages for the average worker: £675 ($1350).

The presence of almost 1 million American service personnel in Australia during the war also had a significant cultural impact. For some Australian women these men would become boyfriends or husbands. The influence of American cinema, language and culture made its first major inroads in Australia during this period. Australians had mixed feelings about this cultural 'invasion'. On one level, many feared the loss of Australian culture and traditions. On another, for many younger Australians there was a fascination with American music, dress and slang.

The experiences of the war years also reshaped the role of Australian governments in people's lives, and cemented the place of the federal parliament as the most significant of the three tiers of government in the nation. In order to fight the war, the federal government had significantly expanded the scope of its activities. Income taxation and its spending were now centrally controlled, and the banking system was regulated by the government. The Australian public placed greater reliance and expectations on the government to successfully manage the economy and social issues.



Source 28 A memorial to those who lost their lives in the bombing of Darwin, February 1942

The experience of war and the deaths of roughly 39 000 Australian service personnel and civilians also shaped Australia's future. The commemoration of the 1939–45 fallen was incorporated into commemorations of World War I. Local communities recognised the sacrifice of the more recent deaths by extending and expanding the monuments originally constructed to remember the dead of the 1914–18 conflict, which ironically had been described as 'the war to end all wars'.

Key skill worksheet
Analysing cause & effect: Postwar Australia

Postwar migration

After World War II, many Australians felt that they had only narrowly avoided a Japanese invasion. The government, under the new Prime Minister Ben Chifley, decided that Australia needed to increase its population to protect itself from the threat of foreign invasion. The slogan 'Populate or perish' was coined by the Immigration Minister, Arthur Calwell, to promote this new immigration policy. The 'Populate or perish' campaign initially focused on encouraging British migrants, but this failed to increase the population enough. For the first time, Australia began to actively seek migrants from continental Europe (see Source 29).

See, think, wonder *
Look at Source 29.
- What do you see?
- What do you think?
- What do you wonder?

Source 29 Immigrants arrived from all corners of Europe as part of the 'Populate or perish' campaign.

The war had caused somewhere between 11 and 20 million refugees in Europe. Many of these refugees – including Holocaust survivors and people who had fled the Soviet occupation of Eastern European nations – were housed in displaced persons' (DP) camps. These camps were initially organised by the armies of various nations, but were gradually taken over by the United Nations. They provided shelter, nutrition and basic health care for the refugees. A more permanent solution had to be found, however. Around 6 million refugees were returned to their own countries by the end of 1945, but a huge number faced persecution in their homelands and remained in the DP camps. In 1947, around 850 000 refugees were still living in DP camps in Europe. The International Refugee Organization (IRO) was founded by the United Nations in 1946 to find homes for these people.

In 1947, desperate to increase its population, Australia reached an agreement with the IRO to resettle 12 000 refugees a year. These 'new Australians', as they came to be called, were accepted on the condition that they agreed to work in government-selected jobs. Australia eventually exceeded its commitment to the IRO, and resettled approximately 180 000 refugees.

As well as refugees, the government sought to encourage people from southern and central Europe to migrate to Australia. In the 20 years after the end of World War II, almost 2 million people migrated to Australia. The influx of migrants from non-English-speaking nations, as well as the belief that Australia's security was linked to its population size, changed Australia's migration policy. The 'dictation test' – which had been used since 1901 to effectively exclude migrants on the basis of race – was abolished in 1959. This led to Australia accepting refugees throughout the rest of the twentieth century, including those from the Middle East and Vietnam; and, eventually, accepting Asian migration.

World War II was the catalyst to change Australia's migration policies and Australia's relationships with the rest of the world.

Foundation of the United Nations

The League of Nations – which had been set up after World War I to provide an international forum to promote peace – had clearly failed. The first step towards establishing its replacement was the Declaration of the United Nations, which was signed by 47 nations between 1942 and 1945. Even while World War II was still in progress, plans were under way to create a new international body.

The United Nations (UN) officially came into existence in 1945, with 51 nations as founding members. The first major meeting to prepare the Charter of the UN was held in San Francisco in April 1945 (see Source 30). Australian delegate Herbert 'Doc' Evatt, the Minister for External Affairs, played a key role in drafting the Charter.

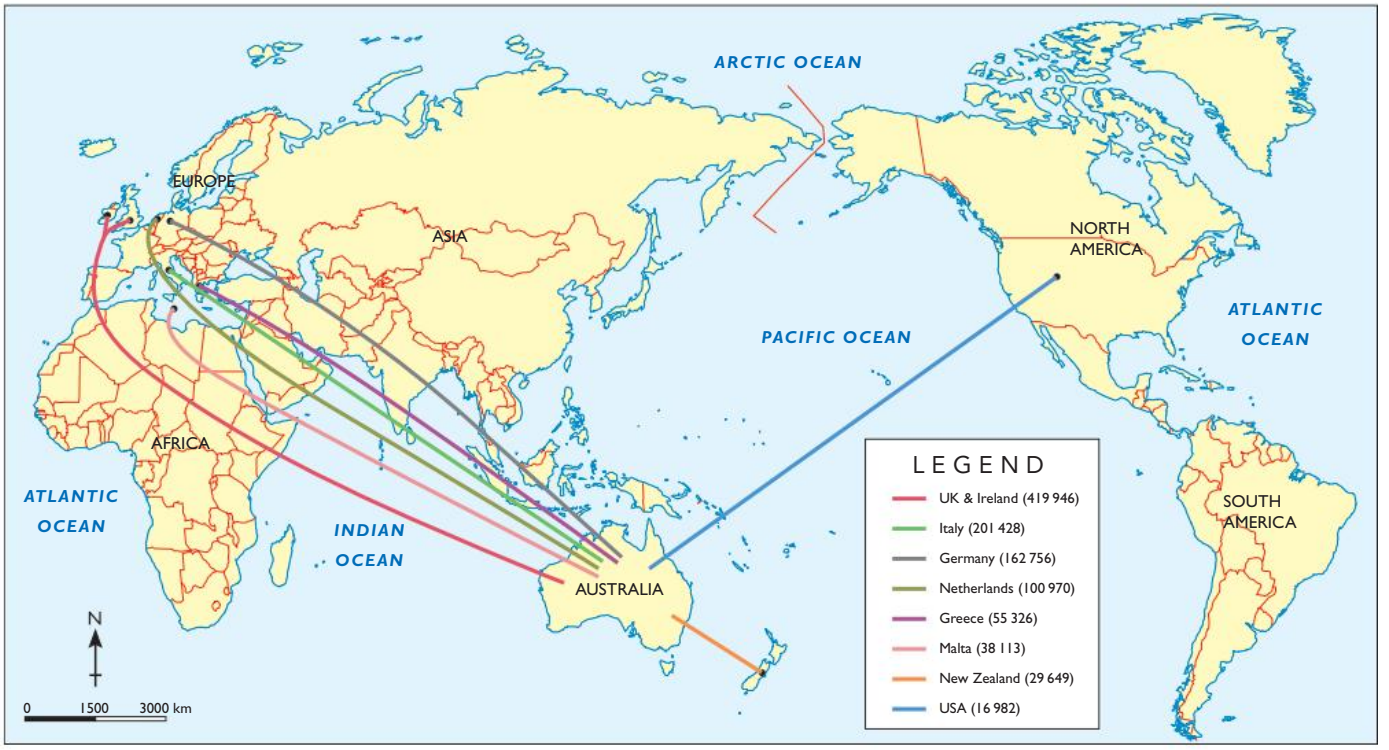
Source 30 Australia's delegation to the UN Conference, San Francisco, 25 April 1945; Herbert 'Doc' Evatt is seated second from the right.

The Charter outlined the role of the UN as an international organisation to prevent war. It also included provisions for the UN to aid refugees, support economic reconstruction after the war, and protect human rights.

Evatt argued that larger powers, such as the United States and the Soviet Union, should not dominate the system, and that smaller nations, such as Australia, had an important role to play. Evatt was involved in negotiating the establishment of the State of Israel, which was one of the first initiatives of the UN. He also played a key role in the drafting of the UN Universal Declaration of Human Rights in 1949.

Evatt went on to become one of the first presidents of the UN General Assembly, the forum for discussing and debating issues of international peace and security. Other elements of the UN – such as the Security Council, the World Health Organization (WHO), the World Bank, the International Atomic Energy Commission (IAEC), the International Court of Justice and the UN Education, Scientific and Cultural Organization (UNESCO) – all had their origins during the foundation of the UN and continue to play a significant part in world affairs.

TOP EIGHT COUNTRIES OF SETTLER MIGRATION TO AUSTRALIA, 1949–1959



Source 31

Source: Oxford University Press

Think, pair, share *

- Think about the patterns of settler migration shown in Source 31 and how these migrations have affected Australia.
- Discuss your ideas with a partner.
- Share your thoughts with the class.

Key skill worksheet
Determining historical significance: ANZUS Treaty

ANZUS Treaty

In 1949, the United States, Britain and a number of other European countries formed the North Atlantic Treaty Organization (NATO) to safeguard the freedom and security of all members. At this time, the Australian Government was concerned about political freedoms within the Pacific area, due to the rise of communism in China and Korea after the conclusion of the war. Therefore, Australia, New Zealand and the United States (ANZUS) signed a security treaty on 1 September 1951, committing the three nations to peace and safety in the region. The ANZUS negotiation was the first time that Australia formulated political alliances without the involvement of Britain, choosing to refuse Britain's involvement as head of the Commonwealth.

The ANZUS Treaty has only been invoked once, when Australian Prime Minister John Howard committed Australia to involvement in the 'War on Terror' in response to the 9/11 terrorist attacks on the United States.

Australia's postwar relationship with Japan

From 31 January 1946, the British Commonwealth Occupation Force (BCOF) participated in the Allied occupation of Japan. This was another first for Australia – the first time it was involved in the military occupation of a country it had defeated in war. Of the 45 000 BCOF personnel, 16 000 were Australians. While the United States were responsible for the military government of Japan, the BCOF was required to supervise the **demilitarisation** and disposal of Japan's war operations, including factories and military equipment. By the end of 1948, the BCOF was entirely made up of Australian members.

demilitarisation
the removal of all military forces

By 1952, Australia's relationship with Japan was re-established with the signing of the Japanese Peace Treaty (in San Francisco). The Allies no longer needed to occupy Japan, and Haruhiko Nishi was appointed as Japanese ambassador to Australia. In 1953, a Japanese embassy was established in Canberra, with Australia having already established its embassy in Tokyo in 1947.

Australia and Japan continue to develop diplomatic and economic relations in the postwar period. In 1957 Australia became the first nation to open its doors to trade with Japan after World War II with the Australia–Japan Commerce Agreement. In 1976 Australia and Japan signed the Basic Treaty of Friendship and Cooperation (known as the NARA Treaty), which established non-discriminatory treatment in dealings with trade, investment and migration. Today, Japan remains one of Australia's largest trading partners, export markets and sources of foreign investment.

Source 32 Australian Prime Minister Scott Morrison and Japanese Prime Minister Suga Yoshihide bump elbows in Tokyo, 17 November 2020.

9.16 CHECK YOUR LEARNING

Review and understand

1. **Explain** why Prime Minister John Curtin turned to the United States for support during World War II.
2. **Outline** the moves Curtin made once war loomed on Australia's doorstep.
3. **Identify** who coined the slogan 'Populate or perish'.
4. **Explain** why Australia wanted a larger population after World War II.
5. **Describe** the purpose of the ANZUS Treaty.

Apply and analyse

6. **Propose** two ways in which you think Australia would be different today if Robert Menzies had remained prime minister throughout World War II. Use evidence to support your answer.
7. Can the wartime relationship between Australia and the United States be described as a 'love–hate' relationship? **Justify** (give reasons for) your response.
8. **Analyse** the significance of Herbert 'Doc' Evatt as a historical figure.

Evaluate and create

9. Why do you think Australia was the first nation to open its doors to Japanese trade? How strong is the relationship between the two countries today? Use evidence to support your answer.
10. **Evaluate** the significance of World War II to the development of Australia's international relationships following the war.

9C RICH TASK

Quizlet
Revise the key terms you have learnt so far.

Australian wartime propaganda posters

Throughout the course of World War II, a range of propaganda was used in Australia in order to encourage Australians to think and act in particular ways.

Propaganda came in many different forms, including newspapers, radio, posters and other forms of mass communication (such as the short newsreels shown before feature films in cinemas).

Source 33 An Australian recruitment poster, 1942

Source 34 An Australian poster warning against the danger of spreading information

KEY SKILL
Analysing sources

Analysing propaganda

Propaganda is anything that has been deliberately created to influence an audience's beliefs or actions. Even though the word 'propaganda' has a negative connotation today, it is only information – a tool – and is neither good nor bad. It can provide historians with a great deal of information about the period being investigated. However, it needs to be very carefully analysed and evaluated.

Use the following steps to guide your analysis of a propaganda poster:

Step 1 Identify the content of the source. *What is it that you see in the source?* Consider the following:

- What is the source? (Is it a poster? Painting? Photograph? Is it a primary or secondary source?)

- Does the source represent a particular moment or event in time?
- What does the source contain? (Does it include symbols? Colour? Text?)

Step 2 Check the context of the source. *Where did the source come from and who created it?* Consider the following:

- When was the source created? (What events may have been happening at the time that might have influenced the producer of the source?)
- How does this source show the 'bigger story'? (How does it fit in with the period being studied?)

Step 3 Uncover the *motive* of the source. *Why was the source created?* Consider the following:

- Who created the source? (This will identify which perspective is being considered.)
- Who is the intended audience of the source? (Who is the producer of the source intending to influence or inform?)
- What is the producer of the source trying to achieve?

Step 4 *Analyse* the source. How accurate is the source? Consider the following:

- Does the source present a fair depiction of people, events and conditions? Or does it mislead with exaggerated information?
- Does the source represent the views of the majority? Or does it represent the views and attitudes of a minority group?
- How reliable is the source? (Is it useful for historians? Can it be trusted?)

For more information on this key skill, refer to page 236 of 'The history toolkit'.

Practise the skill

An example of the way in which propaganda can be analysed is provided in Source 35.

1. Look carefully at Source 33 and **analyse** it, using the steps above as a guide.
2. Write a short paragraph **comparing** Sources 33 and 34 in terms of audience, message, intended effect and purpose.

Extend your understanding

1. Brainstorm forms of propaganda that exist today but were not available during World War II.
2. It is often assumed that propaganda contains false or untrue information. This is not always the case. Consider, for example, the many advertisements produced by the government to influence people to quit smoking. These can be defined as propaganda, given that they are an attempt to influence people's opinions and behaviour.

   Locate another example of modern-day propaganda. **Analyse** it using the steps outlined above.

Countries to the north of Australia are shown flying Japanese flag – they are darkly coloured to illustrate the threat of invasion moving closer and closer to Australia's shores

The use of emotive language such as 'menace' designed to shock and scare viewers

Australian ships close to Japanese territories are shown in flames and sinking in order to generate an emotional response (such as anger or grief) in the viewer

The central image of Australia surrounded by Japanese submarines and aircraft is designed to unsettle people and convince them that the threat of invasion is real – the dark blue circle makes Australia appear as though it is a target on a dart board

Australians are shown peacefully enjoying sports and working on farms – 'the Australian way of life'

The call to action is in capital letters on a bright red background to draw people's attention – 'Bar the Gates' creates an image of Australia as a place that needs to be locked up in order to keep it safe

The goal of peace is highlighted at the bottom of the poster (close to the call to action) so that the viewer associates peace with the production of Beauforts

Source 35 An Australian propaganda poster produced by the Department of Aircraft Production (Beaufort Division) in 1942; 'Beauforts' were the first all-metal aircraft built in Australia.

9 CHAPTER REVIEW

Review questions

9A What were the causes of World War II and what course did it take?

1 **Analyse** the long-term causes of World War II. (5 marks)

2 **Analyse** the short-term triggers of World War II. (5 marks)

(Total: 10 marks)

9B What were some of the most significant events of World War II?

1 **Explain** the link between the Holocaust and the state of Israel. (3 marks)

2 **Identify** one long-term effect of atomic bombings. (1 mark)

3 **Identify** two significant places in which Australians fought during World War II. **Summarise** the details of one battle or campaign that occured in each of these places. (6 marks)

(Total: 10 marks)

9C How did World War II affect the lives of Australians and Australia's international relationships?

1 **Outline** one example of a social or economic change brought to the Australian home front after World War II. (2 marks)

2 **Summarise** Australia's international relationships with Britain, the United States, Japan and the United Nations at the conclusion of World War II. (8 marks)

(Total: 10 marks)

Source 36 A still from the movie *Dunkirk* (2017)

Review activity

Read the text below, and answer the questions that follow.

Dunkirk evacuation

By May 1940, over 300 000 Allied troops had been pushed to Dunkirk – a small town on the northern coast of France – by the superior *Blitzkrieg* tactics used by the Germans. Due to the shallow waters, British destroyers were unable to approach the beaches of Dunkirk to evacuate them, and so they were trapped. This meant they were sitting targets for the German troops who were advancing on them from Nazi-occupied France. It also meant that Britain was vulnerable to invasion.

It thus fell to the 'Little Ships of Dunkirk' to help. The 'Little Ships' were around 850 privately owned vessels, including fishing boats, lifeboats and sailing barges. They sailed from Ramsgate in England across the English Channel to Dunkirk, rescuing 98 761 stranded soldiers.

Between 26 May and 4 June 1940, roughly 338 000 troops were evacuated from Dunkirk in total. It was the biggest evacuation in military history.

However, more than 50 000 Allied soldiers were left behind, with 11 000 killed and the rest taken prisoner. Massive supplies of ammunition and transportation were left in German hands, and Paris fell to the Nazis just 10 days later. Despite this, the Battle of Dunkirk is often referred to as the 'Miracle of Dunkirk'. Historians and public alike believe it encapsulated the 'British spirit', echoed in Winston Churchill's 'We shall fight' speech, in which he asserted: 'We shall never surrender.'

Source 37

> I gazed along the beach at the smoking rubble, abandoned transport and discarded equipment; interspersed with the towering bomb bursts and the still figures sprawled in the sand.
>
> These men had been marching and fighting for a week or more; with little food and less sleep, inadequately armed and on the move the whole time under unrelenting attack from the air; morale should have been non-existent. Their sense of betrayal, lack of direction or purpose must have been soul destroying.
>
> But they could still laugh, crack a joke and help the wounded, who were always lifted in first into the waiting boats ... I never felt more proud of my countrymen until that moment.
>
> Extract from Lieutenant Donald C. Campbell, Dunkirk, 1940

Source 38

> Rarely do people … give enough credit to the Royal Navy and the larger vessels that were responsible for rescuing the massive majority of troops. Dunkirk was the beginning of the end for the Third Reich.
>
> Extract from historian Patrick Wilson, 'Dunkirk: Victory or Defeat?', *History Review*, September 2000

Examine Sources 37 and 38.

1. **Identify** whether each of the sources is a primary or a secondary source. (2 marks)
2. **Outline** the importance of considering both primary and secondary sources. What do they each provide for the historian? (2 marks)
3. Use these sources to support your answer to the following questions:
   - a **Explain** how the 'British spirit' was encapsulated in the Battle for Dunkirk. (3 marks)
   - b Was the Battle for Dunkirk a victory or defeat for the Allies? **Justify** (give reasons for) your answer. (6 marks)
4. Use your own knowledge to **explain** why Patrick Wilson argues in Source 38 that 'Dunkirk was the beginning of the end for the Third Reich'. (3 marks)
5. Consider Christopher Nolan's 2017 movie *Dunkirk* (Source 36). Out of all the significant turning points in World War II, Nolan chose to produce a movie about the Battle of Dunkirk. **Suggest** reasons for this choice. (4 marks)

(Total: 20 marks)

Check your Student obook pro for these digital resources and more:

- **Student book questions** Chapter 9
- **Key skill worksheet** Communicating and reflecting: Chapter 9
- **Quizlet** Play a game of Quizlet on World War II (1939–1945).
- **Chapter review quiz** Chapter 9

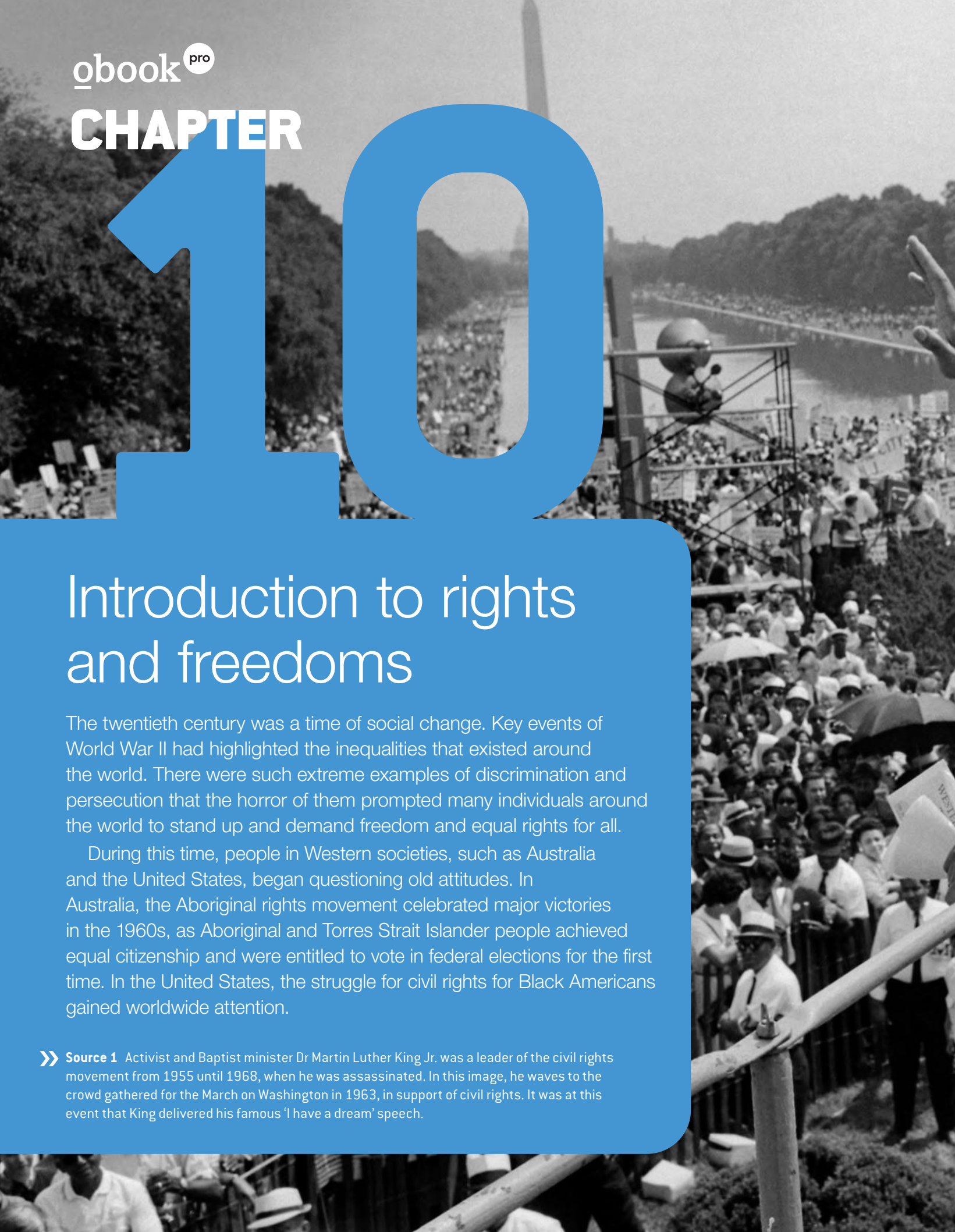
obook pro

CHAPTER 10

Introduction to rights and freedoms

The twentieth century was a time of social change. Key events of World War II had highlighted the inequalities that existed around the world. There were such extreme examples of discrimination and persecution that the horror of them prompted many individuals around the world to stand up and demand freedom and equal rights for all.

During this time, people in Western societies, such as Australia and the United States, began questioning old attitudes. In Australia, the Aboriginal rights movement celebrated major victories in the 1960s, as Aboriginal and Torres Strait Islander people achieved equal citizenship and were entitled to vote in federal elections for the first time. In the United States, the struggle for civil rights for Black Americans gained worldwide attention.



Source 1 Activist and Baptist minister Dr Martin Luther King Jr. was a leader of the civil rights movement from 1955 until 1968, when he was assassinated. In this image, he waves to the crowd gathered for the March on Washington in 1963, in support of civil rights. It was at this event that King delivered his famous 'I have a dream' speech.

10A

How did the outcomes of World War II shape the modern world?

10B

In what ways have people fought for rights and freedoms since 1945?

Rights and freedoms (1945–the present)

This unit is *mandatory*:

- Rights and freedoms.

It must be completed by all students.

10.1 The effects of World War II on the modern world

In this topic, you will:

» identify and explain the aftermath of World War II on the modern world.

Allied Powers
the coalition of countries in opposition to the Axis Powers in World War II; they included Britain, the Commonwealth and France, which were joined by the United States and the Soviet Union in 1941

The aftermath of World War II in Europe

After World War II, Germany was divided into four zones of occupation (see Source 1). Each sector was occupied and administered by the armed forces of one of the main **Allied Powers**. Britain, the United States, France and the Soviet Union controlled separate parts of the country, and the capital city of Berlin was also divided in this way.

After the war it became clear that the communist government of the Soviet Union was determined to expand its authority in the region. It set out to achieve this by influencing the governments of a number of countries in Central and Eastern Europe that the Soviet army had liberated during the German retreat in the final days of the war. These countries became Soviet 'satellite states' – meaning that although they were officially independent, they were heavily influenced by the Soviet government and military. The Soviet satellite states were Poland, Bulgaria, Hungary, Czechoslovakia, East Germany, Romania and Albania. The nation of Yugoslavia, which formed at the end of World War I, also emerged from World War II as an independent communist state allied with the Soviet Union.

GERMANY: BRITISH, AMERICAN, FRENCH AND SOVIET OCCUPATION ZONES AFTER WORLD WAR II

Source 1 Source: Oxford University Press

The division of Germany

In 1949 the British, French and American occupation zones in Germany were combined to create a new country called the Federal Republic of Germany (or West Germany). That same year, the Soviet zone was officially renamed the German Democratic Republic (or East Germany). A patrolled border fence was erected between East and West Germany, and people living in the Soviet occupation zone at this time were no longer permitted to leave. From this point onwards, the border between Soviet-controlled countries in Eastern Europe and democratic countries in Western Europe became divided by what British Prime Minister Winston Churchill described as the 'Iron Curtain' (see Source 2).

Although Berlin lay behind the Iron Curtain, the western half of the city was still under Western control. It effectively became an island of democracy surrounded by a sea of communism. In fact, from June 1948 until May 1949, the only way to get food and supplies into West Berlin was by plane. This was known as the 'Berlin Blockade'.

The start of the Cold War

By the time World War II ended in 1945, it was becoming clear that the balance of power around the world was shifting. The once great imperial powers of Britain and France had been devastated by the war, and struggled to rebuild their cities and economies. In their place, two **superpowers** emerged – the United States and the Soviet Union.

Although the United States and the Soviet Union had been allies against the **Axis Powers** during the war, they actually shared a deep mistrust of one another, mainly because the two countries were founded on such different ideological approaches:

- The United States was founded on democratic principles and its economy was based on the system of capitalism.
- The Soviet Union was founded on socialist principles and its economy was based on the system of communism.

From 1945 to 1991, the fierce lack of trust between the United States and the Soviet Union fuelled many diplomatic disputes. Although no actual fighting ever took place, relations between the two superpowers over this period were so frosty that the situation became known as the **Cold War**.

CENTRAL EUROPE: THE IRON CURTAIN IN THE POSTWAR PERIOD

Source 2 Source: Oxford University Press

Source 3 A comparison of the key features of capitalism and communism

	Capitalism	Communism
Definition	• A way of organising a society in which investment in, and ownership of, the means of production (e.g. factories, farms and machinery) are privately owned by individuals or corporations and run to generate profits	• A way of organising a society in which the means of production are publicly owned (by the state) and goods are distributed equally according to need
Government control	• Multi-party democracies with voting rights for citizens • Freedom of speech and protest • Belief that government should not interfere in the economy any more than necessary	• Single-party control • Belief that the government should control the economy for the benefit of all citizens
Competition	• Belief that competition is healthy and encourages individuals to be the best they can be	• Belief that competition pits people against each other; working together for the common good is seen as the best way to motivate people
Profit	• Profits are considered fair reward for owners of business • Different wages and salaries for different jobs is considered fair and encourages people to aim higher	• Profits kept in the hands of a few private business owners is seen as the exploitation of the workers. • Collectives (groups of workers) should distribute profits evenly

superpowers
very powerful and dominant nations; especially used during the Cold War era to refer to the United States and the Soviet Union (both nuclear powers, and considered to be most powerful nations on Earth)

Axis Powers
the coalition of countries in opposition to the Allied Powers in World War II; they included Germany, Italy and Japan

Cold War
the state of political conflict and hostility that existed between the Soviet Union (and its allies) and the United States (and its allies) from 1945 to 1990

propaganda
information or material that attempts to influence the behaviour or opinions of people within a society

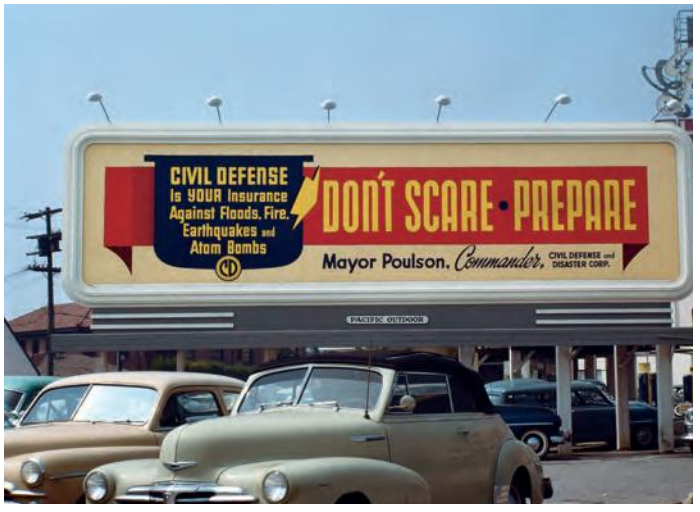
arms race
a situation in which rival countries compete to build and possess the largest military resources

The Cold War period was characterised by **propaganda** campaigns, international spying and fierce public competition over sporting events such as the Olympic Games. Of greatest concern, however, was competition between the United States and the Soviet Union to possess the largest armies and nuclear weapons stockpiles. This competition was known as the international **arms race**.

While all of these issues dominated world affairs during the Cold War, the international arms race became a key global concern because it presented the very real threat of a nuclear war.

The Truman Doctrine and the Marshall Plan

By 1947, the United States had become increasingly concerned about the growing power of the Soviet Union. In March of that year, US President Harry S. Truman told the US Congress (parliament) that it was America's job to contain the spread of communism. This became known as the 'Truman Doctrine'.



Source 4 Protecting yourself during the early years of the Cold War in the United States meant taking out insurance not only against natural disasters, but also against the threat of a nuclear attack by the Soviet Union.

Source 5 Workers constructing the Berlin Wall in 1960; the wall became an enduring symbol of the Cold War in Europe.

Truman believed that communism took hold when people faced financial hardship. In order to limit the spread of communism across Europe, the United States offered financial aid to European countries that had been badly affected by the war. This program was called the Marshall Plan, and involved the distribution of American aid worth around US$13 billion, designed to stimulate the economies of Europe. Food, machinery and many other things were shipped to democratic countries in Europe. The Soviet Union and its allies were also offered aid, but did not accept. The Premier of the Soviet Union, Joseph Stalin, saw this as an attempt by the United States to dominate Europe by making it dependent on American handouts.

Berlin: A city divided

In the decades following the division of Germany, the differences between life in the communist East and capitalist West became very obvious. West Germany's economy grew rapidly and the standard of living there increased greatly. By comparison, personal freedoms in East Germany were severely limited and the economy struggled. As a result, around 3 million people left East Germany for West Germany between 1949 and 1961, despite attempts by the Soviets to stop this. Most of these people were able to leave the East by crossing into West Berlin. This situation was humiliating for the Government of East Germany, so on 13 August 1961 (one day after around 4000 East Germans had crossed into West Berlin), a temporary barbed-wire fence was erected to stop people leaving the East. This was soon replaced by a heavily-guarded concrete wall that entirely surrounded West Berlin, known as the 'Berlin Wall' (see Source 5). The division of Germany remained in place until 1990, when the country was reunified; and the Berlin Wall became the most enduring symbol of the Cold War in Europe.

Growing tensions between the United States and the Soviet Union

The Cuban Missile Crisis

One of the most serious and potentially dangerous events of the Cold War was a confrontation between the United States and the Soviet Union that took place in October 1962. Known as the 'Cuban Missile Crisis', this event was the closest the world has ever come to an outright nuclear war. Today it is remembered as one of the defining events of the Cold War.

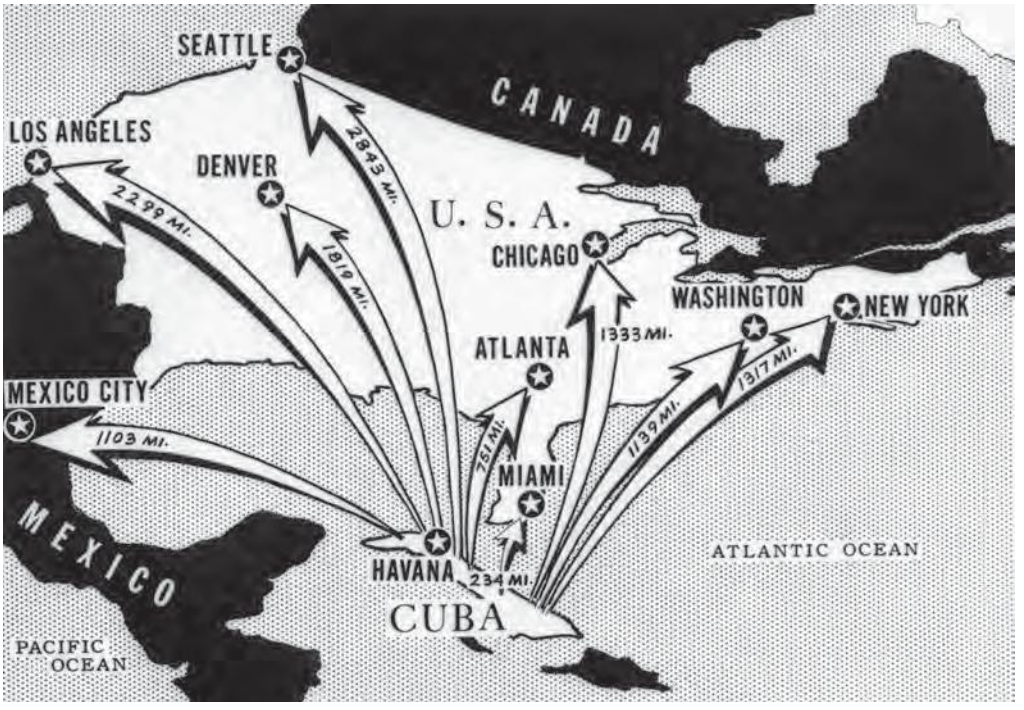
Quiz me!
A quick quiz on the effects of World War II on the modern world

In 1959, a communist rebel named Fidel Castro came to power in the island nation of Cuba, overthrowing the government of Fulgencio Batista (a corrupt leader who was supported by the US Government). Soon afterwards, Castro brought most Cuban industries under state control and nationalised American-owned companies. This meant that private companies and assets became the property of the Cuban Government. As a result, many investors in the United States (including the US Government) lost commercial investments they had in Cuba. In retaliation against this move, the US Government halted all aid to Cuba and stopped importing Cuban sugar. This was very damaging to Cuba's economy, as sugar was its primary export. Castro asked the Soviet Union for help, and in 1960, the Soviet Union signed an agreement to buy 1 million tonnes of Cuban sugar every year.

This alliance with the Soviet Union made the United States very nervous. In April 1961, the CIA (a US Government intelligence agency) helped a group of Cuban anti-communists to invade Cuba, with the goal of overthrowing Castro. The invasion failed and was a public embarrassment for the United States.

In September 1961, Castro asked the Soviet Union for weapons to defend Cuba against any future US attacks. About a year later, photographs of Cuba taken by American spy planes revealed Soviet nuclear missiles under construction at various sites in Cuba. These sites brought every city and town in the United States within range of Soviet nuclear missiles (see Source 6).

NORTH AMERICA: DISTANCES OF MAJOR US CITIES FROM CUBA



Source 6 Source: Bettmann/Corbis

US President John F. Kennedy made a televised announcement to the American people on 22 October 1962 that they were under threat. He also proclaimed that any nuclear missile launched from Cuba would be regarded as an attack on the United States by the Soviet Union, and demanded that the Soviets remove all weapons from Cuba.

For a few days in late October, US naval ships formed a blockade of Cuba to prevent additional Soviet missiles and equipment from reaching the island, and Soviet field commanders in Cuba were prepared to use nuclear weapons to defend Cuba if the United States invaded. It seemed very likely that there would be a war between the United States and the Soviet Union.

Luckily, Kennedy and Soviet Premier Nikita Khrushchev were able to reach an agreement, whereby the Soviets removed their missiles from Cuba in exchange for a commitment by the United States not to invade Cuba.

The space race

Source 7 Astronaut Buzz Aldrin was part of the first space mission to land people on the moon.

Another key element of Cold War rivalry between the United States and the Soviet Union was space exploration. This was seen as necessary for national security, as satellites take imagery of Earth from above, and nuclear weapons used satellites as part of their navigation system. It became a public symbol of technological superiority. In many ways, the so-called 'space race' became a way for the two superpowers to compete without direct military conflict.

The space race became particularly serious when the Soviets successfully launched a satellite, called *Sputnik 1*, in October 1957. Ten days later, they launched a second satellite called *Sputnik 2* – this time with a dog inside it. The dog, named Laika, was the first animal to orbit the Earth. This caused huge concern in the United States, where it was felt that American superiority in terms of education and technology was being threatened.

The following year, the United States sent a satellite into space and established the National Aeronautics and Space Administration (NASA) to coordinate and plan its future space program. Once again, the Soviets moved ahead of the Americans in the space race by successfully sending the first manned flight into space in April 1961. This triggered a pledge from Kennedy in May 1961 that the United States would be the first nation to land a man on the moon. This goal was achieved by *Apollo 11* on 20 July 1969 (see Source 7).

The end of the Cold War

In addition to the enormous costs of the international arms race, the economies of both nations were strained by the high cost of the space race. Throughout the 1980s, the Soviet Union was also fighting an expensive and frustrating war in Afghanistan. When the reformist politician Mikhail Gorbachev came to power in 1985, he was determined to end the Cold War and to bring economic and political reform to the Soviet Union. He initiated dramatic agreements with the United States, which involved both nations agreeing to reduce the amount of money and energy they were investing in the arms race. He also took steps to introduce more democratic political processes across the Soviet Union.

Source 8 The fall of the Berlin Wall in November 1989 came to symbolise the triumph of democracy and the end of the Cold War.

These initiatives rapidly improved relations between the United States and the Soviet Union, ultimately bringing an end to the Cold War. What Gorbachev failed to anticipate, however, was that without the Communist Party and the Soviet army maintaining complete control of all the Soviet satellite states, the Soviet Union would soon break apart. Attempted political reforms at home left the Soviet Union unwilling to defend challenges to its authority in many countries across Eastern Europe.

During 1989 and 1990, the Berlin Wall came down and Germany was reunified. Elsewhere in Eastern Europe, borders opened and free elections were held that ousted communist regimes. In August 1991, Gorbachev resigned as leader of the Soviet Union. By October of that year, 10 Soviet republics had declared their independence and the Soviet Union collapsed. With stunning speed, the Iron Curtain was lifted and the Cold War came to an end.

10.1 CHECK YOUR LEARNING

Review and understand

1 **Define** the following terms in your own words:
   - a the international arms race
   - b the space race
   - c the Cold War.

2 **Summarise** the Cuban Missile Crisis and explain why it is regarded as such a significant historical event.

3 **Explain** why the East German Government built a wall around the western part of Berlin.

Apply and analyse

4 **Suggest** why Churchill referred to the border between East and West Europe as the 'Iron Curtain'.

5
   - a **Explain** why the United States was so concerned about the relationship between Cuba and the Soviet Union.
   - b Do you believe US fears were justified?

Evaluate and create

6 Examine Source 7 carefully and complete the following tasks.
   - a **Research** why this source was produced, who produced it, and when it was published.
   - b Do you think this source is an example of propaganda? **Justify** (give reasons for) your response.

10.2 The struggle for rights and freedoms since 1945

In this topic, you will:

» identify and describe some of the key events in the struggle for rights and freedoms since 1945.

The twentieth century was an era of social change. The events of World War II highlighted the inequalities that existed around the world. The **Holocaust** was such a horrific example of discrimination and persecution that it prompted many individuals around the world to stand up and demand freedom and equal rights for all.

The formation of the United Nations

The **United Nations** was formed immediately after the end of World War II in 1945, during a meeting of 50 nations in San Francisco. All nations present signed the Charter of the United Nations, which set out the purpose and rules of operation of the organisation. The key goals of the United Nations were to prevent future wars, and ensure the wellbeing and freedom of all peoples.

The defeat of Germany and the freeing of Jewish prisoners from **concentration camps** by Allied soldiers had brought the full horrors of the Holocaust to the attention of the world. There was global agreement that such a thing should never be allowed to happen again.

In 1948, the **Universal Declaration of Human Rights** was released. It was the first international declaration of its kind. Article 1 of the declaration states that 'all human beings are born free and equal in dignity and rights'. It marked a new era of international cooperation and outlined a vision for the postwar world.

Structure of the United Nations

The structure of the United Nations is based around its Charter. The Charter consists of 111 articles that, together, explain how the United Nations works.

The Charter established five separate branches of the United Nations:

1 *General Assembly* – this discusses and makes decisions about issues of international peace and security. All members of the United Nations are represented in the General Assembly.
2 *Security Council* – this consists of five permanent members (the United States, Russia (the former Soviet Union), Britain, China and France) and six non-permanent members. The Security Council has the task of maintaining peace and security at an international level. It can recommend the use of a blockade or other financial imposition on any country that decides to break international law. If these do not work, then the Security Council can call on the United Nations to use military force.

Source 1 Flags outside the current United Nations building in New York

Holocaust
the deliberate and systematic (planned) mass murder of Jews and other 'undesirables' by the Nazis during World War II

United Nations
an international organisation established at the end of World War II to increase political and economic cooperation among its member countries, to promote peace and to prevent the future outbreak of armed conflicts around the world

concentration camps
prisons in which civilians, enemy aliens, political prisoners or prisoners of war are detained under extremely harsh conditions

Universal Declaration of Human Rights
an international document that outlines basic rights and fundamental freedoms to which all human beings are entitled; the declaration was adopted by the General Assembly of the United Nations in 1948

3 *Economic and Social Council* – the main task of this branch is to promote and improve the economic and social wellbeing of those living in the member states.
4 *International Court of Justice* – this is the main judicial body of the United Nations.
5 *Secretariat* – this is the body that runs the United Nations. The Secretary-General is the chief administrative officer of the United Nations.

The main involvement of the United Nations in modern conflicts has been to supply peacekeeping forces. These forces may only be deployed when all parties involved in a conflict accept their presence. There are two types of United Nations peacekeeping operations: unarmed observer groups and lightly armed military forces. The military forces are only allowed to use their weapons for self-defence.

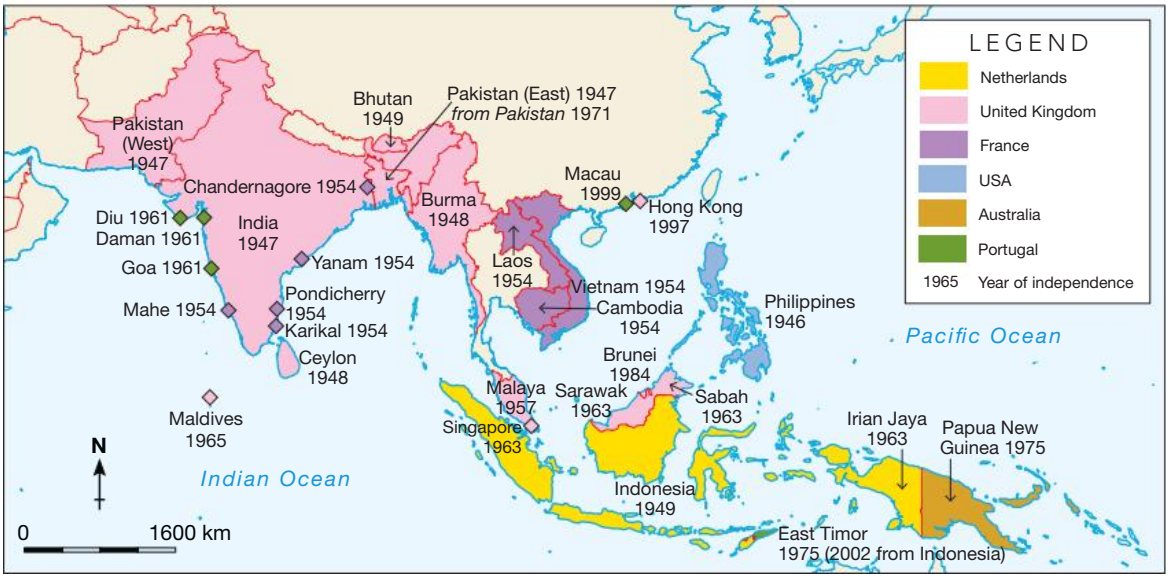
Rights and freedoms movements

A number of movements around the world were formed after World War II to fight for the recognition of a range of rights and freedoms. These can be grouped broadly into three categories:

1 *Independence movements* – in the immediate postwar period, a number of former **colonies** around the world fought for their independence from their imperial masters.

colonies
countries or areas under the full or partial control of another country, and occupied by colonisers from that country

ASIA–PACIFIC REGION: INDEPENDENCE MOVEMENTS AFTER WORLD WAR II



Source 2

Source: Oxford University Press

2 *Racial equality movements* – around the world, traditional views and established laws based on racial difference were challenged. In the United States, Black Americans (together with other disadvantaged cultural and ethnic groups) set out to remove all forms of social and legal discrimination based on race. A similar movement in Australia campaigned for equal rights for Aboriginal and Torres Strait Islander peoples and the repeal of laws that deprived them of civil liberties. In the 1960s, two major victories were celebrated in Australia. For the first time, Aboriginal and Torres Strait Islander peoples achieved equal citizenship and were entitled to vote in federal elections. The 1960s also marked the beginning of a determined attempt to achieve land rights for Aboriginal and Torres Strait Islander peoples in Australia.
3 *Gender equality movements* – across the Western world, in countries like Australia, the United States and Britain, women campaigned for equality at all levels of society.

Together, these movements brought about enormous social and political changes that have influenced the modern world. Many of these rights are taken for granted by people today, but the struggle for the acceptance and recognition of many of these rights took enormous courage and determination.

Independence movements

The postwar period saw a wave of different groups start to demand their human rights. Countries under the control of the old empires saw their chance to fight for self-rule. Other groups who were disadvantaged in society because of their race or sex also started to demand equal rights around this time, and organised into movements to bring about change.

decolonisation
the process by which a country that was previously a colony of an imperial power becomes politically independent

The immediate postwar years saw a wave of **decolonisation** sweep across the world. Once-powerful empires (such as Britain, France, the Netherlands and Spain) that had been weakened by the war faced growing opposition from those living under colonial rule. Over a period of just a few years, European powers were forced to withdraw from their colonies and recognise their independence (see Source 2).

The process of decolonisation began in India and Pakistan, with both countries gaining independence from British rule in 1947. From there, the movement swept across Asia, with Indonesia breaking away from the Netherlands in 1949 and France giving up control of Vietnam in 1954. This desire for self-rule later reached other parts of the world. By the early 1980s, former colonial countries throughout Africa, Asia and the Caribbean had all gained their independence.

Racial equality movements

During the postwar period, people in many Western societies questioned old attitudes, beliefs and ways of doing things. Traditional attitudes towards racial and ethnic groups within society were challenged by a range of grassroots organisations and social movements that raised awareness about inequality. These groups fought hard for the acceptance and recognition of a range of basic human rights. Over time, they brought about change by transforming attitudes and gaining support from the broad population. Many of these organisations are still active today, as the struggle for personal freedoms and democratic rights continues.

Sources 4 and 5 highlight some significant events and ideas that influenced the struggle for rights and freedoms in the United States and Australia.

Source 3 Protesters outside the Aboriginal Tent Embassy, which was established in 1972

Source 4 An overview of the struggle for rights and freedoms by Black Americans

Civil rights movements and actions	Topic 11.6 Topic 11.7 Topic 11.8	• The Universal Declaration of Human Rights is adopted by the United Nations in 1948. • Segregation (the separation of Black people from white people) is widespread in the southern states of the United States. • In 1954 (in the case of *Brown vs the Board of Education*) the US Supreme Court rules segregation in US schools to be unconstitutional (illegal). • The case of Emmett Till in 1955 – in which a 14-year-old Black American boy was murdered for talking to a white woman – brings national attention to the issue of race relations in the United States. • In 1955, Rosa Parks refuses to give her seat to a white passenger on an Alabama bus. • In 1957, nine Black American students try to enrol at the all-white Little Rock Central High School, Arkansas. The US army is sent in to enforce their right to attend the school. • In the early 1960s, a mixed group of Black Americans and white Americans ride buses throughout the southern states testing the end of segregation. Known as the 'Freedom Riders', the group exposes that many southern states are ignoring the rulings of the Supreme Court. • The March on Washington in 1963 sees around 250 000 people attend to hear Dr Martin Luther King Jr. give his famous 'I have a dream' speech.

Source 5 An overview of the struggle for rights and freedoms by Aboriginal and Torres Strait Islander peoples

How Aboriginal and Torres Strait Islander peoples were disadvantaged	Topic 11.2	• In the first census after Australian Federation in 1901, Aboriginal and Torres Strait Islander people are not counted. • An assimilation policy is introduced in 1937 – Aboriginal and Torres Strait Islander people of mixed race are to be assimilated into white society. • Segregationist practices until the 1960s exclude Aboriginal and Torres Strait Islander people from mixing with white people and from holding certain jobs. • From the late nineteenth century until the 1970s, Aboriginal and Torres Strait Islander children are removed from their families to be brought up in white families or state-run institutions. They become known as the 'Stolen Generations'.
Aboriginal rights movements and actions	Topic 11.3 Topic 11.9	• Aboriginal and Torres Strait Islander people boycott sesquicentenary (150th-anniversary) celebrations of British colonisation in 1938, and instead hold a Day of Mourning. • Australian Freedom Riders take a bus journey through rural New South Wales to protest segregation.
Significant Aboriginal and Torres Strait Islander people	Topic 11.4 Topic 11.5 Topic 11.11	Significant Aboriginal and Torres Strait Islander people in this period include the following: • Jack Patten, leader of the Aborigines Progressive Association (NSW) • William Cooper, leader of the Australian Aborigines League (Vic) • Albert Namatjira, Aboriginal artist • Charles Perkins, leader of the Freedom Riders • Lowitja O'Donoghue, founding chairperson of the Aboriginal and Torres Strait Islander Commission (ATSIC) and Order of Australia recipient.
Aboriginal land rights	Topic 11.9 Topic 11.10	• In the Wave Hill Walk-off in 1966, Aboriginal pastoral (farm) workers demand equal pay and a return of their traditional lands. This is the first Aboriginal land rights claim. • The Aboriginal flag is designed in 1971. • In 1972, the Aboriginal Tent Embassy is established on the grounds of federal parliament. • Eddie Mabo wins native title to his family's land on Murray Island in 1992. This decision is followed by the *Native Title Act* in 1993. • The *Wik* decision of 1996 allows for native title on land under a pastoral lease. • The Native Title Amendment Act of 1997 effectively overturns native title.
Changes to government attitudes	Topic 11.9 Topic 11.12 Topic 11.13	• In the 1967 referendum, the Australian people vote 'yes' to counting Aboriginal and Torres Strait Islander people in the census. This would lead to Aboriginal and Torres Strait Islander people also obtaining full voting rights. • Prime Minister Paul Keating gives his famous 'Redfern Park' speech in 1992, acknowledging past injustices towards Aboriginal and Torres Strait Islander peoples. • In 2008, Prime Minister Kevin Rudd says sorry to the Stolen Generations.

KEY CONCEPT
Continuity & change

Changing language and terminology

Language is always evolving. A word or term that was accepted and widely used in the past may no longer be considered appropriate today. For example, the term 'Aborigines' was once commonly used to refer to Aboriginal and Torres Strait Islander peoples throughout Australia. This term is now considered outdated due to its links to racist colonial Australia.

The term 'Indigenous' is sometimes considered inappropriate when used to refer to Aboriginal and Torres Strait Islander peoples, as this term suggests that Aboriginal and Torres Strait Islander peoples are a single group, when this is not the case.

There is no single viewpoint on the most appropriate language to use when referring to Aboriginal peoples or Torres Strait Islander peoples throughout Australia. In this book, we have used 'Aboriginal and Torres Strait Islander peoples' when referring to the collective experiences of Aboriginal and Torres Strait Islander peoples. In this context, 'Aboriginal peoples' refers to the original inhabitants and descendants of mainland Australia (including Tasmania and offshore islands such as Fraser Island). 'Torres Strait Islander peoples' refers to the original inhabitants and descendants of the 274 islands in the Torres Strait, located between northern Queensland and Papua New Guinea.

Aboriginal people have been identified by the name of each person's language group or nation, when this information is publicly known.

Within the Aboriginal community, the term 'Blak' is sometimes used as a way of reclaiming Blackness. Across Aboriginal and Torres Strait Islander communities of Australia, the term 'First Nations' is growing in popularity for recognising Aboriginal and Torres Strait Islander peoples as the first sovereign peoples of this continent.

For more information on this key concept, refer to page 224 of 'The history toolkit'.

Gender equality movements

The other major movement of the period was the struggle for gender equality. Across the Western world, including in Australia, women campaigned hard for equality. Although by 1920 all Australian women (with the exception of Aboriginal and Torres Strait Islander women) had the right to vote and run for parliament, they were a long way from enjoying equal status with men in other areas of Australian society. Despite entering the workforce during World War II, after the war many women were expected to return to their duties as mothers and homemakers. Married women were prohibited from holding permanent government positions, and it was assumed that women generally would give up their jobs to men returning from the war. Those who chose to continue working faced discrimination in the form of unequal employment opportunities and lower pay.

Source 6 Protesters at the International Women's Day march in Sydney, 1969

Over time, rising female participation in the workforce, social changes and technological advances all contributed to rapid changes in the roles of women in Australia. By the late 1950s, women were demanding equal pay for their work and attempting to overturn the widely held belief that it was a man's role to act as financial provider. In 1969, the Conciliation and Arbitration Commission ruled that men and women working in Australia should be paid equally.

The 1970s saw the emergence of women's liberation movements, inspired by figures such as Germaine Greer (a prominent feminist writer and thinker). Greer's book *The Female Eunuch* (published in 1970) asserted that women were enslaved within society by discrimination and commonly accepted values of male superiority. Greer argued that women should strive to break free of these conditions and that the male domination of society must be

fought. Feminists achieved some notable successes in these years, including the passing in South Australia of the *Maternity Leave Act 1973* and the *Sex Discrimination Act 1975*. These pieces of legislation protected a woman's right to maternity leave and protected people against being victimised for complaining about discrimination.

With the introduction of the federal *Sex Discrimination Act* in 1984, and the appointment of the first Sex Discrimination Commissioner, Pamela O'Neil, sex-based discrimination in most areas of Australian life became illegal. Despite these gains, feminists continued to combat sex-based prejudice and discrimination in Australian society. They targeted issues such as sexist language and attitudes, as well as the depiction of women in the media as second-class citizens and/or sexual objects.

Gender equality activists have also continued to campaign for equal pay and recognition in the workforce. Even today, women still do not enjoy the same levels of income as men across many sectors of the workforce.

Quiz me!
A quick quiz on the struggle for rights and freedoms since 1945

10.2 CHECK YOUR LEARNING

Review and understand

1. In your own words, **define** the term 'decolonisation'. Where did this first take place, and what were the reasons for this change?
2. **Identify** the year in which India achieved independence from Britain.
3. Identify the year the United Nations officially formed and **outline** its key goals.
4. **Outline** the expected role of women after World War II. How have expectations of the role of women changed in Australia since the 1950s?

Apply and analyse

5. Conduct some brief **research** on the federal *Sex Discrimination Act 1984*. What did this Act outlaw? How did the introduction of this Act change conditions for women living in Australia?

Source 7 Protesters in Sydney holding placards demanding that women be allowed to be train drivers, 1976

CHAPTER 11

Rights and freedoms

Aboriginal peoples have lived in Australia for at least 65 000 years. The arrival of Europeans in 1788 resulted in significant changes to Aboriginal peoples' traditional customs and ways of life. Colonial governments and communities formally and informally discriminated against Aboriginal and Torres Strait Islander peoples. Federation in 1901 made their exclusion from Australian society even more pronounced.

Aboriginal and Torres Strait Islander peoples have made repeated attempts to have their traditions and rights recognised. An Aboriginal and Torres Strait Islander rights movement emerged in a new form from the 1930s and celebrated major victories in the 1960s, as Aboriginal and Torres Strait Islander peoples gained citizenship and were entitled to vote in federal elections for the first time.

By the 1990s, the reconciliation movement was in full swing.

A formal apology to the Stolen Generations was sought, but it was not until the Rudd government took office that it was finally delivered, in 2008.

Source 1 Aboriginal and Torres Strait Islander peoples have struggled to have their rights and freedoms recognised under Australian law since British colonisation in 1788. This march for Aboriginal rights took place in Canberra in 2008.

11A

How have Aboriginal and Torres Strait Islander peoples in Australia struggled for rights and freedoms?

11B

How have Black Americans and Aboriginal and Torres Strait Islander peoples in Australia achieved change?

11C

How do activists continue the struggle for civil rights and freedoms?

11.1 Rights and freedoms: a timeline

Sequence this!
Events and developments in Rights and Freedoms

Freedom Riders outside their bus

1938
Australia's sesquicentenary (150th anniversary) is celebrated around Australia. Aboriginal leaders in Melbourne hold 'Day of Mourning and Protest' events and call for citizenship rights.

1965
Australia's Freedom Riders became aware of de facto segregation throughout country New South Wales while touring the regions on a 'fact finding' mission.

1975
The Whitlam government returns 3300 square kilometres of land to the Gurindji people – a beginning to land rights for Aboriginal and Torres Strait Islander peoples in Australia.

1992
The High Court overturns *Terra Nullius* and acknowledges native title in the historic *Mabo* ruling. Prime Minister Paul Keating's 'Redfern Park' speech includes frank admissions about the removal of Aboriginal and Torres Strait Islander children from their families.

1935 1945 1960 1970 1990

1948
The Universal Declaration of Human Rights is adopted by the United Nations.

1963
Martin Luther King Jr. delivers his 'I have a dream' speech during the March on Washington.

1967
There is overwhelming support for the referendum to change the Constitution to allow the Commonwealth to make laws for Aboriginal and Torres Strait Islander peoples, and to include them in the census.

1972
The Aboriginal Tent Embassy is established on the lawns of Parliament House in response to the McMahon Government's refusal to accept native title.

1990
The Aboriginal and Torres Strait Islander Commission (ATSIC) is formally established as the key representative body responsible for the implementation of self-determination policies.

The Day of Mourning and Protest in 1938 was held in defiance of the national sesquicentenary (150th anniversary) celebrations.

Supporters at the Aboriginal Tent Embassy

Source 1 A timeline of some key events and developments relating to civil rights and freedoms

Adam Goodes was named Australian of the Year in 2014.

1997
The *Bringing Them Home* report is tabled in parliament. The report includes thousands of testimonies from the members of the Stolen Generations.

1998
26 May 1998 is the first National Sorry Day. Prime Minister John Howard refuses to apologise.

2004
The Howard government abolishes ATSIC.

2008
Prime Minister Kevin Rudd issues a formal apology to the Stolen Generations.

2010
Prime Minister Julia Gillard announces plans to recognise Aboriginal and Torres Strait Islander peoples in the Constitution.

2011
For the first time, Aboriginal people join Anzac Day marches in Canberra, with banners reading: 'Lest We Forget the Frontier Wars'.

2014
Adnyamathanha man Adam Goodes receives the Australian of the Year Award for his 'leadership and advocacy in the fight against racism both on the sporting field and within society'.

2019
Uluru climb is closed. Budj Bim Cultural Landscape is added to the UNESCO World Heritage List.

2020
Black Lives Matter protests in the United States inspire protests in Australia about the deaths of Aboriginal people in custody.

2021
The words to the national anthem are changed to 'Australians all let us rejoice, for we are one and free'.

2000 2010 2020

11.1 CHECK YOUR LEARNING

Review and understand

1 **Identify** when the first Day of Mourning and Protest was held.

2 **Identify** when *Terra Nullius* was overturned by the High Court.

Apply and analyse

3 **Calculate** how many years there were between the *Bringing Them Home* report and Prime Minister Kevin Rudd making a formal apology to the Stolen Generations.

4 The American Freedom Rides and the Black Lives Matter protests inspired and influenced Australian movements. **Propose** (put forward) reasons why you think this was the case.

5 The year 2019 saw two culturally significant landmarks protected (Uluru and Budj Bim). **Suggest** why this was so important.

11.2 The struggle for Aboriginal and Torres Strait Islander rights

In this topic, you will:

» consider policies introduced by the Australian Government to segregate and assimilate the Aboriginal and Torres Strait Islander population.

When the British **colonised** the east coast of Australia in 1788, they did not understand the culture of the Aboriginal population there. The British looked for signs of 'civilisation' in the form of permanent residences as they would have found in Britain. They could find none, so they did not negotiate any treaties with the Aboriginal peoples. They proclaimed Australia Terra Nullius – a Latin term that means 'nobody's land'. In 1835 Sir Richard Bourke, Governor of New South Wales, issued a proclamation formally implementing the doctrine of *Terra Nullius* (see page 343).

Today, we know that the British explorers were very wrong, as Aboriginal peoples had very sophisticated forms of agriculture and their own unique way of living. The Eurocentric world view of the explorers meant that they did not value the Aboriginal peoples' way of life.

The negative effects of European settlement on Aboriginal peoples that had started in 1788 continued with the policies of Australian colonial and state governments in the late nineteenth and early twentieth centuries. The expansion of British colonial settlements into established Aboriginal lands destroyed many traditional ways of life. High numbers of Aboriginal people died prematurely as the result of violence and disease. By the time of Federation in 1901, European settlements dominated most of the continent.

Aboriginal and Torres Strait Islander cultures were not officially recognised, and public policy was dominated by ideas of **segregation** and **assimilation**. Both of these ideas were based on the assumption that Aboriginal peoples were inferior to Europeans.

colonised
took full or partial control of another country, and occupied it

segregation
the government policy and practice of separating Aboriginal and Torres Strait Islander peoples from European settlers

assimilation
in Australian history, the process by which a minority group adopts the language and customs of a dominant population; in the mid-1900s assimilation of Aboriginal and Torres Strait Islander peoples into white society became official government policy

Aboriginal Protection Boards

Before Federation in 1901, Aboriginal Protection Boards were established in the colonies around Australia to 'manage' Aboriginal populations. After Federation, these boards became the responsibility of state governments. Removing children from their families was the core work of these boards (see 'The Stolen Generations', page 333). The new Commonwealth took no responsibility for the wellbeing of this significant minority. Chief Protectors were appointed to watch over the Aboriginal people in each state and oversee what many thought to be a 'dying race' of people.

Source 2 Aboriginal children at the Catholic Little Flower Mission in Arltunga, Northern Territory, *c.* 1946

Aboriginal **Reserves** and **Missions** were established by governments and religious organisations across Australia to support the assimilation policy (see Source 2). But most agree that the real reason for these Missions was segregation – to keep black people away from white society. For many Aboriginal

and Torres Strait Islander peoples, these institutions meant separation from families and communities, isolation and loss of culture, identity and control.

The situation at Federation

When the Australian colonies federated in 1901, Aboriginal and Torres Strait Islander peoples remained politically and legally marginalised. Many of the rights extended to the citizens of the new Commonwealth of Australia were denied to the nation's original inhabitants. A number of Acts passed by the new Commonwealth Parliament specifically excluded them. Aboriginal peoples were not entitled to vote in federal elections unless previously registered to vote in their state. They did not receive the basic wage and they were not eligible for aged and invalid pensions. Travel restrictions were often enforced on them. Aboriginal peoples were excluded from military training and Aboriginal mothers did not receive the 'baby bonus' that was given to non-Indigenous mothers. When a **census** was held, Aboriginal and Torres Strait Islander peoples were not counted as members of the Australian population.

Western Australian Senator Alexander Matheson was one of the strongest opponents of Aboriginal people being given the right to vote.

Source 3

We must take steps to prevent any Aboriginal from acquiring the right to vote. Surely it is absolutely repugnant to the greater number of the people of the Commonwealth that an Aboriginal man or Aboriginal lubra or gin [woman] – a horrible, degraded, dirty creature – should have the same rights that we have decided to give to our wives and daughters … The honourable gentleman [New South Wales Senator James Walker] fails to recognise that we have taken this country from the blacks, and made it a white man's country, and intend to keep it a white man's country, so that there is no earthly use in the honourable gentleman saying that 100 years ago this was a black man's country … We are aware of the fact that it is very regrettable, and the only consolation we have is that they are gradually dying out.

Extract from a speech by Western Australian Senator Alexander Matheson, Commonwealth Parliamentary Debates, Senate, 22 May 1901, responding to New South Wales Senator James Walker's statement: 'This was a black-fellow's country before it was a white man's country'

After Federation, state governments and religious organisations continued to dominate Aboriginal and Torres Strait Islander policy. The trend to assimilation underpinned work in relation to Aboriginal peoples in two key areas: the Christian Missions and the removal of mixed-race Aboriginal and Torres Strait Islander children from their families.

Controlled by colour

The 'assimilation policy' was officially adopted at the Aboriginal Welfare Conference of Commonwealth and State Authorities in 1937. Aboriginal and Torres Strait Islander people of mixed race were to be assimilated into white society whether they wanted to be or not. This was a new form of control. The view was that if Aboriginal peoples were not going to simply 'die out', then all efforts should be directed to ensuring that those of mixed race, in particular, could be assimilated (see Sources 4 and 5 on the next page). The removal of Aboriginal and Torres Strait Islander children continued, and new powers were given to 'welfare' officials to judge whether children were 'progressing'.

Reserves
settlements established during the nineteenth century in Australia (usually by colonial powers) to move Aboriginal people away from European-occupied areas, and to assimilate them into European culture and beliefs

Missions
settlements established during the nineteenth century in Australia (usually by Christian missionaries) to convert Aboriginal and Torres Strait Islander peoples to Christianity and assimilate them into European culture and beliefs

census
a 'head count' or audit of the number of people living in a particular place at a particular time

Analyse this!
Senator Alexander Matheson

Source 4

> The destiny of the natives of aboriginal origin, but not of the full blood, lies in their ultimate absorption … with a view to their taking their place in the white community on an equal footing with the whites.

Extract from a conference paper from the Aboriginal Welfare Conference of Commonwealth and State Authorities, 1937

New government resources were aimed at changing the ways that Aboriginal people lived. Traditional Aboriginal camps were demolished and additional assistance was given to Missions to 'do the job'.

Jackson's Track

In 1936, a white man called Daryl Tonkin set up a sawmill at Jackson's Track in Gippsland, Victoria. The settlement was occupied by many Aboriginal people – including the family of Lionel Rose, Australia's first boxing world champion. Tonkin, who married an Aboriginal woman, recalls the idyllic life of those living there in his book *Jackson's Track*. However, from the 1940s, government and church officials began putting pressure on the Aboriginal Elders to move their families to somewhere more 'civilised'. 'Welfare' would visit frequently, and in 1961 the community was dismantled.

Source 5

> It wasn't long before people at the Track found out what the authorities had decided to do. The church people came around to all the camps and explained how they had the welfare of the blackfellas in mind and that they truly felt this was the best thing for them. They said the good people of the church had worked together to build some housing for the blackfellas and that in one week a truck would be out to fetch them.

Extract from Daryl Tonkin, *Jackson's Track*, Viking Australia, 1999, p. 254

apartheid
a system of racial segregation enforced in South Africa from 1948 to 1994; literally meaning 'the state of being apart'

Tonkin explains a few pages later that the promised 'housing' was actually tents, and that a number of previously employed, teetotal Aboriginal men began drinking for the first time in their lives to escape the boredom and depression of their new lives away from 'the Track'.

Source 6 Two dwellings at Jackson's Track, Victoria, *c.* 1947–60 (Source: Museum Victoria. Photographer: Richard Seeger)

Segregation

Another effective means of controlling Aboriginal and Torres Strait Islander people was to prevent them from fully participating in society. 'Colour bars' – bans that prevented Aboriginal people from entering clubs, pubs, restaurants, theatres, public swimming pools or using public transport – resulted in a form of **apartheid**.

Aboriginal and Torres Strait Islander people were not allowed to work in certain jobs – including in post offices – and were expected to work for much less money. For the first 30 years after Federation, segregation was applied quite consistently across the states and territories of Australia.

Despite assimilation being the official policy of the government, the practice of segregation continued until the

1960s. Separate sections in theatres, separate wards in hospitals, and denial of school enrolment to Aboriginal and Torres Strait Islander children were common. Aboriginal rights activists in the 1960s had plenty of evidence that obvious discrimination continued across Australia.

Stolen Generations the children of Aboriginal and Torres Strait Islander descent who were forcibly removed from their families by government officials and church Missions in Australia and raised by white Australians; this practice was official government policy from around 1909 to 1969

The Stolen Generations

From the late 1800s to the 1970s many thousands of Aboriginal and Torres Strait Islander children were forcibly removed from their families. These children, now referred to as the **Stolen Generations**, faced ongoing emotional and social difficulties because of this.

In most states, it was believed that if mixed-race Aboriginal children could be brought up in a 'white' community, their Aboriginality could be 'overcome' and their 'white' attributes would shine through. These children were raised in Missions or placed with white families (see Source 7). Unfortunately, they often ended up being rejected by both the Aboriginal and European communities.

'Full-blooded' Aboriginal children were also removed from their families. They were put into state-run institutions where they were prepared for unskilled and semi-skilled work. For example, the Cootamundra Girls' Home in New South Wales trained girls to be domestic servants.

Homes Are Sought For These Children

A GROUP OF TINY HALF-CASTE AND QUADROON CHILDREN at the Darwin half-caste home. The Minister for the Interior (Mr Perkins) recently appealed to charitable organisations in Melbourne and Sydney to find homes for the children and rescue them from becoming outcasts.

Source 7 A Darwin newspaper advertisement from 1934 seeking homes for children of mixed race

The *Bringing Them Home* report

In 1997, the Human Rights and Equal Opportunity Commission collated the stories of the Stolen Generations for the Commonwealth Parliament. Its report, entitled *Bringing Them Home*, revealed the pain felt by the many Australians who were affected by this policy.

Source 8

> Most of us girls were thinking white in the head but were feeling black inside. We weren't black or white. We were a very lonely, lost and sad displaced group of people. We were taught to think and act like a white person, but we didn't know how to think and act like an Aboriginal. We didn't know anything about our culture.
>
> We were completely brainwashed to think only like a white person. When they went to mix in white society, they found they were not accepted [because] they were Aboriginal. When they went and mixed with Aborigines, some found they couldn't identify with them either, because they had too much white ways in them. So that they were neither black nor white. They were simply a lost generation of children. I know. I was one of them.

Extract from *Bringing Them Home: Report of the National Inquiry into the Separation of Aboriginal and Torres Strait Islander Children from their Families*, Human Rights and Equal Opportunity Commission, April 1997, p. 131

Think, pair, share

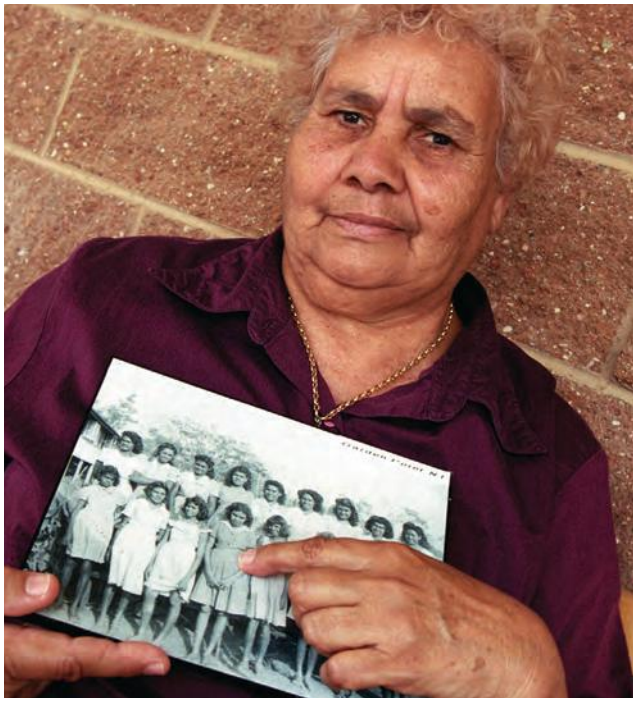
- Think about the perspectives of the children shown in Source 7.
- Discuss your ideas with a partner.
- Share your thoughts with the class.

In the discussions around the release of the *Bringing Them Home* report, a number of 'justifications' for these policies of separating Aboriginal and Torres Strait Islander mixed-raced children from their families were raised by non-Indigenous society. Common ones included 'child protection', beliefs that Australia's Aboriginal and Torres Strait Islander peoples would 'die out', and a desire to 'civilise' Aboriginal and Torres Strait Islander children through their assimilation into white society, and enabling them to attend secondary school (unavailable in many remote locations). However, the report dealt with many of these questions by making comparisons with non-Indigenous children removed from their families (see Source 9 on the next page).

Source 9

In contrast with the removal of non-Indigenous children, proof of 'neglect' was not always required before an Indigenous child could be removed. Their Aboriginality would suffice. Therefore, while some removals might be 'justifiable' after the event as being in the child's best interests, they often did not need to be justified at the time.

Extract from *Bringing Them Home*, p. 9



Saving children from 'neglect' was not the main motive behind the forcible removal of Aboriginal and Torres Strait Islander children from their families. More often, it was the desire of European settlers to civilise or 'breed out' Aboriginality. Dr Cecil Cook, Chief Protector of the Northern Territory between 1927 and 1939, was perhaps the most famous government official involved in the removal of Aboriginal children during this period. His controversial views were that Aboriginal women who had a white parent should be 'elevat[ed] … to "white" standards with a view to their absorption by mating into the "white" population'. This assimilationist argument was used as motivation to remove thousands of Aboriginal and Torres Strait Islander children from their families.

Source 10 Marita Ah Chee – an Anmetjere woman from Alice Springs – was taken from her family to Garden Point Mission on Melvin Island, Northern Territory, in 1947. After 13 years she came back to Alice Springs to work as a nanny. Her Aboriginal mother, having heard that she was back, went 'doorknocking' until mother and daughter were finally reunited after 15 years.

11.2 CHECK YOUR LEARNING

Review and understand

1. In your own words, **define** the following terms: assimilation, segregation, Stolen Generations, Missions and Reserves.
2. **Outline** why British colonisers did not recognise Aboriginal peoples' way of life.

Apply and analyse

3. Using Sources 7 and 8, **explain** how the forcible removal of children affected (and continues to affect) Aboriginal and Torres Strait Islander children and their families.
4. Dr Cecil Cook argued that Aboriginal women who had a white parent should be 'elevat[ed] … to "white" standards with a view to their absorption by mating into the "white" population'. **Explain** why this view is racist. Consider the language used. What does it say about government policy and attitudes at the time?

Evaluate and create

5. Do some **research** into the *Bringing Them Home* report. Summarise the reasons why this report was created and the impact it has had on Australia.
6. **Create** a timeline showing some of the ways Aboriginal and Torres Strait Islander people were discriminated against in Australia from 1788 to the 1960s. Use square brackets to demonstrate a long period of time and colour-coding to highlight overlap.
7. In your opinion, what was the greatest impact that European settlers had on Aboriginal and Torres Strait Islander peoples? Could this impact have been lessened if the policy of *Terra Nullius* had not been applied when Australia was colonised? **Justify** (give reasons for) your point of view in a 200-word TEEL paragraph, citing at least two historical sources.

11.3 Aboriginal and Torres Strait Islander activism in the 19th and 20th centuries

In this topic, you will:

» explore historical activism for Aboriginal and Torres Strait Islander civil rights.

Key skill worksheet
Determining historical significance: Cummeragunja Station

KEY CONCEPT
Significance

civil rights
the rights belonging to every individual, including civil liberties, due legal process, equal protection under the law and freedom from discrimination

Despite the many discriminatory policies of Australian colonial and state governments in the late nineteenth and early twentieth centuries, Aboriginal and Torres Strait Islander peoples have made repeated attempts to have their traditions and rights recognised. Many of the people who would go on to become important figures in the struggle for Aboriginal and Torres Strait Islander **civil rights** came from the Aboriginal Reserves and Missions that had been set up by Aboriginal Protection Boards.

Cummeragunja Station: Birthplace of a movement?

Cummeragunja Station was a farming settlement established in 1881 on the New South Wales side of the Murray River, near Moama. It was set on about 700 hectares of land not far from the Maloga Mission, which is where many of the original inhabitants came from. It was in the heart of the Yorta Yorta Nation, and not far from Corowa, where colonial leaders would meet 12 years later to plan for a 'new' Australian Commonwealth. Originally, the Aboriginal residents managed Cummeragunja Station with little interference from the government. It was a productive farm and was home to many Aboriginal families when Maloga Mission closed down some years later. In 1906, the Aboriginal Protection Board began to assert greater control over the Mission and its residents; but fortunately, the first manager it appointed – J.G. Danvers – was sympathetic.

For a time, the school at Cummeragunja Station allowed Aboriginal children to continue studying well beyond the legislated three years. The outcome of this was that in the early part of the century, a number of future Aboriginal leaders acquired knowledge and skills that would later support their efforts to bring greater rights and freedoms to their people. Jack Patten (see page 338) attended primary school there, Doug Nicholls (see page 341) attended the school until he turned 14, and William Cooper (see page 342) was one of many leaders to take advantage of adult literacy classes.

Cooper – a Yorta Yorta man who had spent most of his life fighting for justice for his people from his home at Cummeragunja – eventually left in 1933. He moved to Footscray in Melbourne at the age of 72 in order to qualify for the aged pension. From his new home, he joined together with many other former Cummeragunja residents to form the Australian Aborigines League. These included Nicholls, Margaret Tucker and Thomas Shadrach James, who had been one of the teachers at Cummeragunja decades before.

Source 11 William Cooper and his cousin, Margaret Tucker, in 1936

continued on the next page

continued from the previous page

In 1938, the Aboriginal Protection Board appointed a notoriously cruel and brutal manager at Cummeragunja called Arthur McQuiggan. With Cooper's help, the residents petitioned the board to remove him, but were unsuccessful. The following year, Cummeragunja was the focus of the national Aboriginal rights movement when more than 200 people walked off the Mission and crossed the river to Victoria, to protest against poor treatment and conditions. This was the first ever mass strike of Aboriginal people in Australia.

For more information on this key concept, refer to page 225 of 'The history toolkit'.

The early protests

When the centenary (100th anniversary) of the British colonisation of Australia was celebrated in 1888, little attention was paid to Aboriginal and Torres Strait Islander peoples. All colonies except South Australia proclaimed 'Anniversary Day' a public holiday in order to allow people to celebrate. Aboriginal and Torres Strait Islander people refused to attend the festivities, but very few people of European descent noticed. Aboriginal and Torres Strait Islander people were excluded from public life and largely ignored.

On 26 January 1938, the sesquicentenary (150th anniversary) of British colonisation took place. Organised groups of Aboriginal Australians decided to use it as a chance to protest for their rights. They referred to these protests as a Day of Mourning and Protest (see Source 13).

The Australian Aborigines League (in Victoria) and the Aborigines Progressive Association (in New South Wales) had previously been involved in petitions calling for civil rights for Aboriginal people. They refused to participate in the re-enactment of the First Fleet's landing at Farm Cove in Sydney, which was the focus of white celebrations. Instead, the Aboriginal groups planned a protest march from the Sydney Town Hall.

After they were refused permission to meet at the Town Hall, they decided to march to the Australian Hall in Elizabeth Street instead. They were refused entry to the Australian Hall through the front door and were forced to enter through a rear door. The meeting was the one of the earliest civil rights meeting in Australian history.

Source 12 Twenty-five Aboriginal men from Menindee were forced to participate in this 1938 re-enactment of the landing of the First Fleet, watched by a group of white dignitaries. They were told their families would starve if they refused.

Think, pair, share *

- Think about the 1938 re-enactment of the First Fleet landing. How do you think the different people involved would have felt?
- Discuss your ideas with a partner.
- Share your thoughts with the class.

Day of Mourning and Protest

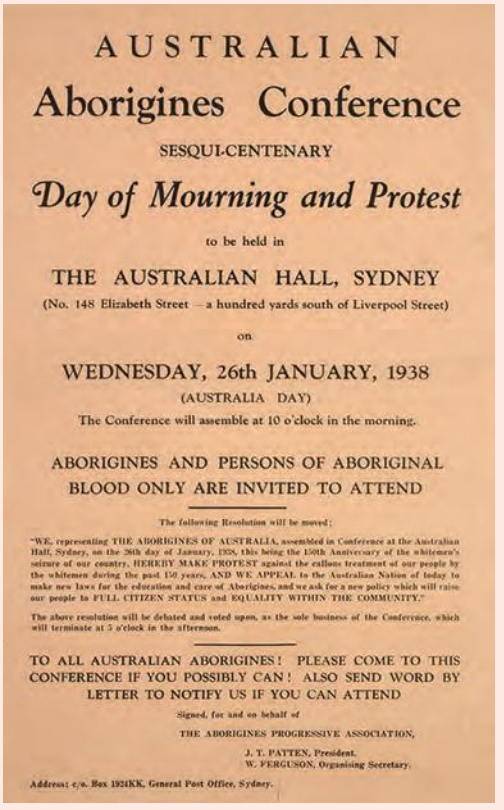
The 1938 Day of Mourning and Protest is remembered as one of the most historically significant events in the struggle for Aboriginal civil rights in Australia. A manifesto (written declaration) titled *Aborigines Claim Citizen Rights* was distributed at the meeting in the Australian Hall. The manifesto opened with a declaration:

> This festival of 150 years of so-called 'progress' in Australia commemorates also 150 years of misery and degradation imposed on the original native inhabitants by white invaders of this country.

It was a powerful statement that introduced white Australians to an alternative view of their history.

One of the protesters at the meeting, Jack Patten, delivered an address that marked a turning point in the fight for acceptance by Aboriginal Australians (see Source 15 on page 339). Patten would go on to be one of the most significant figures in this struggle.

For more information on this key concept, refer to page 225 of 'The history toolkit'.



AUSTRALIAN

Aborigines Conference

SESQUI-CENTENARY

Day of Mourning and Protest

to be held in

THE AUSTRALIAN HALL, SYDNEY

(No. 148 Elizabeth Street — a hundred yards south of Liverpool Street)

on

WEDNESDAY, 26th JANUARY, 1938

(AUSTRALIA DAY)

The Conference will assemble at 10 o'clock in the morning.

ABORIGINES AND PERSONS OF ABORIGINAL BLOOD ONLY ARE INVITED TO ATTEND

The following Resolution will be moved:

"WE, representing THE ABORIGINES OF AUSTRALIA, assembled in Conference at the Australian Hall, Sydney, on the 26th day of January, 1938, this being the 150th Anniversary of the whitemen's seizure of our country, HEREBY MAKE PROTEST against the callous treatment of our people by the whitemen during the past 150 years, AND WE APPEAL to the Australian Nation of today to make new laws for the education and care of Aborigines, and we ask for a new policy which will raise our people to FULL CITIZEN STATUS and EQUALITY WITHIN THE COMMUNITY."

The above resolution will be debated and voted upon, as the sole business of the Conference, which will terminate at 5 o'clock in the afternoon.

TO ALL AUSTRALIAN ABORIGINES! PLEASE COME TO THIS CONFERENCE IF YOU POSSIBLY CAN! ALSO SEND WORD BY LETTER TO NOTIFY US IF YOU CAN ATTEND

Signed, for and on behalf of

THE ABORIGINES PROGRESSIVE ASSOCIATION,

J. T. PATTEN, President.
W. FERGUSON, Organising Secretary.

Address: c/o. Box 1924KK, General Post Office, Sydney.

Source 13 A flyer advertising the Day of Mourning and Protest, 1938

KEY CONCEPT
Significance

Analyse this!
Day of Mourning and Protest flyer

11.3 CHECK YOUR LEARNING

Review and understand

1 **Describe** the action taken by the Australian Aborigines League and the Aborigines Progressive Association on 26 January 1938.

2 **Summarise** why many Aboriginal and Torres Strait Islander people do not want to celebrate on 26 January each year.

Apply and analyse

3 **Propose** (put forward) reasons why the Cummeragunja Station produced so many important leaders of the civil rights movement in Australia.

Evaluate and create

4 Do some further research to complete the following task.

a **Research** one of the following individuals who (at some point) lived on Cummeragunja Station:
- Doug Nicholls
- Margaret Tucker
- William Cooper
- Thomas Shadrach James.

b **Create** a short biography outlining some interesting facts about this person's early life and provide a summary of their key achievements in the struggle for civil rights of Aboriginal and Torres Strait Islanders.

5 Investigate the 1938 Day of Mourning. **Discuss** how it helps you understand criticisms of Australia Day not being an inclusive event.

11.4 Significant individual: Jack Patten

In this topic, you will:

» identify key moments in the life of Jack Patten, an Aboriginal Australian civil rights activist.

John Thomas Patten, known as Jack Patten, was an Aboriginal Australian civil rights activist and journalist who made a huge contribution to the fight for the rights and freedoms of Aboriginal and Torres Strait Islander people.

Early life

Jack Patten was born on 28 March 1905 at Cummeragunja Station in the Yorta Yorta Nation, near Moama on the New South Wales side of the Murray River (see page 335). He was the eldest of six children to John James Patten, a blacksmith and police tracker, and his wife Christina Mary, a local farmer's daughter.

After he attended high school in West Wyalong, New South Wales, Patten won a scholarship and tried to join the navy to continue his education. He was rejected because of his race. He then took on a number of labouring jobs and joined a boxing troupe that travelled around Australia. On these travels, and on subsequent journeys around Australia, he developed a very clear picture of the issues facing Aboriginal and Torres Strait Islander people.

Political awakening

Patten moved with his family to Salt Pan Creek, Sydney, in 1929. At this **Great Depression**-era camp he joined a group of dispossessed Aboriginal people who were already beginning to organise themselves into a political movement. Patten would speak about Aboriginal citizenship and equality on Sundays in the Domain in Sydney and, in 1938, published the first Aboriginal newspaper, *The Australian Abo Call* (see Source 14).

With his political partner, William Ferguson, Patten founded the Aborigines Progressive Association in 1937, and worked with the Australian Aborigines League in Victoria to coordinate the first Aboriginal Day of Mourning and Protest in Sydney on 26 January 1938 (see Source 15).

Five days later, Patten and the other Aboriginal leaders met with Prime Minister Joseph Lyons and presented their 10-point plan for citizens' rights.

In 1939, Patten responded to a call from his relatives at Cummeragunja to help support their struggle against management. Patten and his brother George were arrested for inciting the Aboriginal people to leave the Reserve. He was then labelled a Nazi agent by the Sydney press.

Once released from jail, Patten won a long battle when he convinced the government to overturn a ban preventing Aboriginal people from enlisting in the armed forces. Until then, Aboriginal people needed to lie about their Aboriginality to be accepted. Patten was finally able to enlist, and he served in the Middle East with the 6th Division of the Australian Imperial Force in World War II. He was wounded in 1942 and retired from active service.

Patten returned to work in northern Australia, helping build infrastructure as part of the effort to protect the area from invasion.

Great Depression
a period of severe economic downturn between 1929 and 1934 that affected most countries around the world

The Australian
ABO CALL
THE VOICE OF THE ABORIGINES
EDITED BY J. T. PATTEN
MONTHLY, 3d.
APRIL, 1938.

We ask for Education, Opportunity, and Full Citizen Rights

To all Aborigines!

OUR TEN POINTS

Source 14 *The Australian Abo Call – The Voice of the Aborigines* was the first Aboriginal newspaper.

Source 15

On this day the white people are rejoicing, but we, as Aborigines, have no reason to rejoice on Australia's 150th birthday. Our purpose in meeting today is to bring home to the white people of Australia the frightful conditions in which the native Aborigines of this continent live. This land belonged to our forefathers 150 years ago, but today we are pushed further and further into the background.

The Aborigines Progressive Association has been formed to put before the white people the fact that Aborigines throughout Australia are literally being starved to death. We refuse to be pushed into the background. We have decided to make ourselves heard. White men pretend that the Australian Aboriginal is a low type, who cannot be bettered. Our reply to that is, 'Give us the chance!'

We do not wish to be left behind in Australia's march to progress. We ask for full citizen rights, including old-age pensions, maternity bonus, relief work when unemployed, and the right to a full Australian education for our children. We do not wish to be herded like cattle and treated as a special class. As regards the Aborigines Protection Board of New South Wales, white people in the cities do not realise the terrible conditions of slavery under which our people live in the outback districts.

I have unanswerable evidence that women of our race are forced to work in return for rations, without other payment. Is this not slavery? Do white Australians realise that there is actual slavery in this fair progressive Commonwealth? Yet such is the case. We are looking in vain to white people to help us by charity. We must do something ourselves to draw public attention to our plight. That is why this Conference is held, to discuss ways and means of arousing the conscience of white Australians, who have us in their power but have hitherto refused to help us.

Extract from an address delivered by Jack Patten, President of the Aborigines Progressive Association, on the Day of Mourning and Protest, 26 January 1938

Stolen children

After the war, when Patten was clearing land where his family had settled in Grafton, northern New South Wales, six of his children were taken from him by the Aboriginal Protection Board. Patten was unable to secure the release of his five daughters, who were trained as domestic servants in Cootamundra, but he was able to find and release his son, John. Together, they fled to Barmah, Victoria, near Patten's family at Cummeragunja.

John Patten, professionally known as Johnny Jarrett, would later become a well-known Aboriginal Elder and community leader himself, as well as a successful rugby league footballer and boxer.

His final years

Suffering depression from his war experience, Patten left his family and made a living as a labourer in Melbourne. He continued to be a powerful advocate for Aboriginal issues, and spoke out against British atomic weapons testing at Maralinga in South Australia.

Patten was killed in a motor accident in Fitzroy in 1957. Unlike many of his contemporaries, he was not returned to a final resting place at Cummeragunja. He was buried at Fawkner Cemetery in Melbourne.

11.4 CHECK YOUR LEARNING

Review and understand

1. **Identify** the Aboriginal nation of which Jack Patten was a member.
2. **Outline** why Patten was unable to join the navy.
3. State the name and **outline** the purpose of the first Aboriginal newspaper in Australia.
4. **Summarise** what happened to Patten's children.

Apply and analyse

5. Read Source 15.
   - a **Explain** some of Patten's main concerns.
   - b **Summarise** what he was asking for on behalf of Australia's Aboriginal population.
   - c **Identify** which of these rights were already given to white Australians.

Evaluate and create

6. Write a short TEEL paragraph of 150 words that **evaluates** Patten's main contributions to the Aboriginal rights movement.
7. **Create** a newspaper article about Patten in 1957, written just after his death. Include key biographical information, significant achievements and challenges, and his ongoing legacy.

11.5 Significant individuals during the 19th and 20th centuries

In this topic, you will:

» explore the achievements of significant Aboriginal individuals in the fields of art, sport, literature and science during the nineteenth and twentieth centuries.

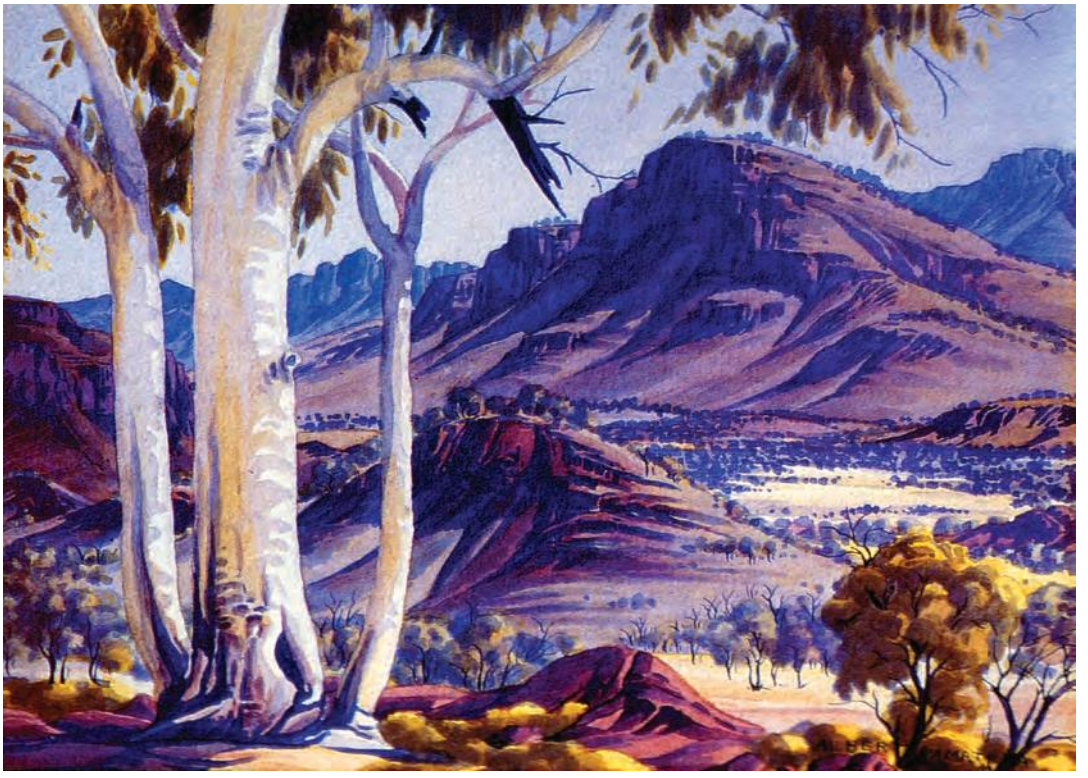
Despite the official government discrimination and control that affected most aspects of their lives, Aboriginal and Torres Strait Islander people participated in and contributed to Australian society during the nineteenth and twentieth centuries. They were employed on cattle stations and other farms, and in other industries including fishing and timber milling. Many Aboriginal and Torres Strait Islander people fought in World Wars I and II.

The period between the wars was particularly significant, as this was when it came to public attention that many Aboriginal people were excelling in areas of public life such as art and sport.

Achievements in art

In Melbourne in 1938, the Aboriginal artist Albert Namatjira (see Sources 16 and 17) held his first exhibition of European-style paintings. Namatjira was an Arrernte man who, at the time, was living at the Hermannsburg Mission in the southern-central Northern Territory. Over the next decade he sold hundreds of paintings and is still regarded as one of our most influential artists. In 1957, Namatjira and his wife Rubina became the first Aboriginal people to be granted a form of Australian citizenship.

Analyse this!
Blue Haze over James Range



Source 16 *Blue Haze over James Range*, painting by Albert Namatjira

After Namatjira's death in 1959, a trustee for the Northern Territory Government sold the copyright to his work. This was in contradiction of his will, in which he left all his assets to Rubina and their children. Namatjira's descendants had to fight for decades – until 2018 – to have the copyright returned and to receive royalties from his paintings.

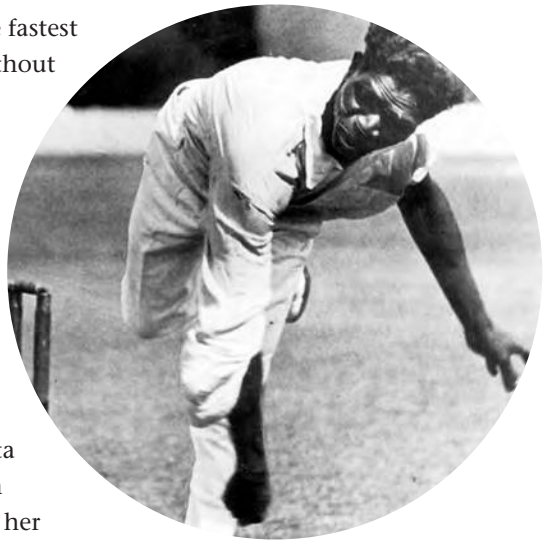
Source 17 Albert Namatjira

Achievements in sport

During this period, a number of outstanding Aboriginal athletes achieved some significant successes in the field of sport. Sir Doug Nicholls, a Yorta Yorta man from Cummeragunja Station in southern New South Wales (see page 335), was first recruited by the Carlton Football Club and went on to play for the Fitzroy Football Club in 1932. He was also selected to play for Victoria in State of Origin football. Nicholls was a pioneering campaigner for **reconciliation**. He was also the first Aboriginal person to receive a knighthood and the first to serve as governor-general.

Eddie Gilbert, a Kaantju man, had been taken from his Queensland home as a three-year-old in 1908. Gilbert grew up on the Barambah Aboriginal Reserve, where he learnt to play cricket. Gilbert was one of the fastest bowlers of his time. He dismissed Donald Bradman for a duck (that is, without any runs) in a Sheffield Shield game in 1931. Bradman later described the balls he faced from Gilbert as the quickest of his career.

Living on a Reserve, Gilbert had to receive written permission to leave every time he was to play first-class cricket. Though he played 23 first-class matches for Queensland, he was never selected to play for Australia.



Source 18 Aboriginal test cricketer Eddie Gilbert

Achievements in literature and science

Margaret Tucker (see Source 11 on page 335) was born at the Warangesda Mission in New South Wales, the daughter of a Wiradjuri man and a Yorta Yorta woman. At 13, she was forcibly removed from her family and taken to the Cootamundra Domestic Training Home for Aboriginal Girls. After her training, she began to work for a family in Sydney, where she was abused. Later, she moved to Melbourne and became a well-known Aboriginal rights activist while working in factories. Tucker was a founding member of the Australian Aborigines League and became the first Aboriginal woman in the Commonwealth's Ministry of Aboriginal Affairs. Her important autobiography, *If Everyone Cared* (1977), covers the consequences of the government policy of removing Aboriginal children from their families.

reconciliation
a term used to refer to the bringing together of Aboriginal and Torres Strait Islanders and non-Indigenous Australians

Source 19 David Unaipon is featured on the Australian $50 note.

David Unaipon, a Ngarrindjeri man, was born at the Point McLeay Mission in South Australia. When he was at school, he was identified as being exceptionally intelligent, and was encouraged to study literature and science. He was apprenticed to a bootmaker when he was a young man, and became the church organist on the Point McLeay Mission. As an adult, Unaipon was an author, lecturer, inventor and travelling preacher. He was famous for his studies on perpetual motion and discovered the mechanism that would later help develop modern sheep shears. Unaipon was also famous for being the first Aboriginal author to publish books in English. His image is on the Australian $50 note (see Source 19).

Contributions to military service

Another key contribution by Aboriginal people was in war. In both world wars, Aboriginal men saw active service. This was despite the fact that in World War I, they were barred from enlisting until 1917, at which point 'part-Aboriginals' were accepted. At least 500 Aboriginal men managed to serve.

In 1940, after the outbreak of war in Europe and the Pacific, William Cooper (see page 335), an Aboriginal rights activist from the Yorta Yorta people, wrote to the prime minister urging him to introduce citizenship rights for Aboriginal people, which would mean that they could fight for Australia. Cooper had lost a son in World War I and believed his request was sensible, as it would help Australia's war effort. However, his attempt was not successful. Later, Jack Patten, another Aboriginal activist (see page 338), successfully lobbied for Aboriginal enlistment bans to be lifted. The creation of the *Commonwealth Electoral (War-time) Act* of 1940 even gave Aboriginal servicemen a vote – but only for the duration of the war and for six months afterwards.

11.5 CHECK YOUR LEARNING

Review and understand

1. **Outline** the barriers Eddie Gilbert faced as an Aboriginal cricketer.
2. **Explain** what made Albert Namatjira's artworks unique and what his legacy was.
3. **Summarise** the significant achievements of Sir Doug Nicholls, both in the sporting arena and in life.

Evaluate and create

4. **Research** Aboriginal Australians at Gallipoli and write a TEEL paragraph discussing the discrimination they faced – both on the front and when they returned home.
5. 'Australia has missed out on identifying significant talent because of government policies.' **To what extent** do you agree? A lot (strongly), a little bit (somewhat) or not at all? Write a short paragraph (250 words) explaining your position. Use at least two of the people discussed in this topic as examples to support your argument.
6. Aboriginal people have contributed to many aspects of Australian life. **Research** another aspect of Australian life not discussed here (such as medicine, music, law or education) and create a poster about the significant contributions of another Aboriginal person. Consider Marion Leane Smith, Vincent Lingiari or Fred Maynard.

11.6 The Universal Declaration of Human Rights

In this topic, you will:

» consider how the Universal Declaration of Human Rights contributed to the acceptance of the rights of Aboriginal and Torres Strait Islander people in Australia.

The *Terra Nullius* proclamation issued by Sir Richard Bourke, Governor of New South Wales, in 1835 meant that Aboriginal and Torres Strait Islander peoples were not legally able to sell or acquire land. This ruling placed them at a legal disadvantage that also affected other aspects of their lives. By the time many Australians celebrated 150 years of British settlement in 1938, it was difficult for Aboriginal and Torres Strait Islander peoples to identify any positive outcomes from British colonisation.

It would only be after Australia's championing of the Universal Declaration of Human Rights in 1948 that attention gradually turned towards the situation and status of Aboriginal and Torres Strait Islander peoples.

The legacy of World War II

Millions of people were massacred during World War II. Many millions more never saw their families or homes again as a result of the destruction. During the war, a number of world leaders started to develop an ambitious global response to these atrocities. The commitment to form the **United Nations** – a 'world government' of sorts – was designed to ensure that such events would never happen again. Part of this involved establishing a set of international laws and treaties to protect people. Immediately after the end of World War II, the United Nations was formed and work started on formalising a set of basic **human rights**.

United Nations
an international organisation established at the end of World War II to increase political and economic cooperation among its member countries, to promote peace and to prevent the future outbreak of armed conflicts around the world

human rights
rights that all human beings possess, regardless of their nationality, place of residence, sex, national or ethnic origin, colour, religion, language, or any other status

Australia's role

Because of the horrors brought about by World War II there was enthusiasm to begin the work of protecting certain human rights by law. Leaders of emerging powers, including Australia's Minister for External Affairs, Herbert 'Doc' Evatt (see Source 20), convinced traditional powers (such as Britain and France) that the United Nations General Assembly – which discusses and makes decisions about issues of international peace and security – must be seen to take a leading role in the development of laws to protect human rights. The world could not afford to be caught up in another catastrophe such as World War II. Evatt was President of the General Assembly in 1948 and 1949, during which time he led the drafting of the Universal Declaration of Human Rights.

Source 20 Herbert 'Doc' Evatt

This landmark document has 30 articles and has informed many international and national treaties and covenants (agreements) relating to human rights (some of which are outlined in Source 21). Most significantly, the declaration holds that human rights are inalienable – meaning that they cannot be taken away from any one of us.

Analyse this!
Universal Declaration of Human Rights

Source 21

Article 1 All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2 Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3 Everyone has the right to life, liberty and security of person.

Article 4 No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5 No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6 Everyone has the right to recognition everywhere as a person before the law.

The first six articles of the Universal Declaration of Human Rights, 1948

Evatt was supported by many other leaders including Eleanor Roosevelt, an American delegate and the widow of former US President Franklin D. Roosevelt. Eleanor Roosevelt's speech to the General Assembly on 2 December 1948 impressed upon the world the need for action. Eight days later, the Universal Declaration of Human Rights was ratified (endorsed) by the General Assembly.

Source 22 Eleanor Roosevelt with the Universal Declaration of Human Rights

The start of civil rights

Many historians argue that the Universal Declaration of Human Rights set the scene for the civil rights struggles that would take place around the world in the following decades. Germany was a developed economy with a functioning democracy before World War I, and yet, in less than a generation, it had become a **fascist** dictatorship where only the rights of certain people were protected. The fear was that unless action was taken in other places around the world to protect the human rights enshrined in the declaration, the same situation could once again develop elsewhere in the world.

fascist
based on or supporting fascism; fascism is a way of organising a society in which a government ruled by a dictator has complete power over the lives of the people, commerce and industry, and in which any criticism of or opposition to the government is suppressed by force

The Australian context

Developments that took place in Australia from the 1960s can be seen as related to changes that were happening in a wider global context. Although Australia played a key role in arguing for the Universal Declaration of Human Rights on the world stage, the **White Australia Policy** was still in force and was responsible for restricting the types of people arriving in Australia based on race and ethnicity.

At this time, there was only limited legal and public recognition of the rights of Aboriginal and Torres Strait Islander peoples. The acceptance of the rights contained in the declaration gave great encouragement not only to Aboriginal and Torres Strait Islander peoples, but also to many others whose access to basic human rights had been denied through war, conquest and colonisation.

White Australia Policy
a term used to describe government policies introduced after Federation in 1901 to stop 'non-white' immigrants from settling in Australia, instead favouring those from certain European nations (especially Britain); these policies were overturned from 1949 to 1973

Source 23 William Onus, President of the Australian Aborigines League, speaks at an Aboriginal protest meeting at Speaker's Corner in the Domain, Sydney, 1949. While Australia's signing of the Universal Declaration of Human Rights was encouraging, many Aboriginal Australians still had to fight for basic rights.

11.6 CHECK YOUR LEARNING

Review and understand

1. In your own words, **define** 'human rights'.
2. **Outline** why people were inspired to create the Universal Declaration of Human Rights.
3. **Identify** who spoke in support of the declaration on 2 December 1948. What was their message?
4. **Summarise** the role Herbert 'Doc' Evatt played in the creation of the declaration.

Apply and analyse

5. **Explain** the policy Australia maintained for much of the twentieth century, despite the fact that it was against the spirit of the declaration.

Evaluate and create

6. **Discuss** whether Senator Alexander Matheson's comments (see Source 3 on page 331) support the need for the creation of a Universal Declaration of Human Rights.

11A RICH TASK

Quizlet
Revise the key terms you have learnt so far.

The Stolen Generations

At different times during the past 200 years a range of laws, practices and policies in Australia have resulted in the forcible removal of Aboriginal and Torres Strait Islander children from their families. The 1997 *Bringing Them Home* report (see page 333) has now ensured that the perspectives and stories of members of the Stolen Generations can be heard and understood by members of the wider Australian public.

Analysis of relevant primary sources reveals there were a range of justifications and motives for this tragic and unjust practice that had serious and long-term effects.

In 1937, government representatives from each state and territory (except Tasmania) attended the first Commonwealth and state 'Aboriginal Welfare' Conference to discuss Aboriginal and Torres Strait Islander issues. This was the first time such discussions had been held at a national level. Source 25 is an extract from comments made by a Chief Protector at the conference.

Source 24 Melbourne Town Hall is lit purple to mark National Sorry Day on 26 May 2020. The first National Sorry Day was held on 26 May 1998 – one year after the tabling of the *Bringing Them Home* report.

Source 25

In Western Australia we have power under the act to take any child from its mother at any stage of its life, no matter whether the mother be legally married or not … Although the children were illegitimate, the mothers were greatly attached to them, and did not wish to be parted from them. I adopted the practice of allowing the mothers to go to the institution with the children until they satisfied themselves that they were properly looked after. The mothers were then usually content to leave them there, and some eventually forgot all about them.

Are we going to have a population of 1 000 000 blacks in the Commonwealth, or are we going to merge them into our white community and eventually forget that there ever were any aborigines in Australia?

Extract from a speech by A.O. Neville, Chief Protector of Aborigines, Western Australia, 1937

Source 26

It was winter 1957, seven o'clock in the morning. The sun was up and the sounds of birds drifted down into our small kitchen. My brother Lenny was sitting on the floor, eating toast; my brothers Murray and David and I, rubbing our eyes in a state of half sleep, were waiting for mum to smear Vegemite on our bread before we dressed for school. A routine day in the Simon household.

Someone rapped loudly on the door. My mother didn't answer it. We hadn't heard anyone come up the path. The knocking got louder, and finally my mother, who was reluctant to answer any callers when my father wasn't home, opened the door and exchanged words with three people. We strained to hear what they were saying. Three men then entered the room.

A man in a suit ordered my mother to pick up Lenny and give him to me. My mother started to scream. One of the policemen bent down and picked up my brother and handed him to me. My mother screamed and sobbed hysterically but the men took no notice, and forced my brothers and me into a car.

My mother ran out onto the road, fell on her knees and belted her fists into the bitumen as she screamed. We looked back as the car drove off to see her hammering her fists into the road, the tears streaming down her face …

An extract from the account of Bill Simon, an Aboriginal man who was forcibly removed from his family when he was 10 years old

KEY SKILL
Analysing sources

Considering perspectives

Primary and secondary sources reflect and represent many different perspectives, points of view, attitudes and values. People who create sources are influenced by their gender, age, family and cultural background, education, religion, values, political beliefs, life experiences and the time in which they live. It is the historian's job to make sure that they consider a range of perspectives in their investigations, allowing more voices to be heard and a more complete picture to be formed. To identify and analyse different perspectives, you need to understand the social, cultural and emotional contexts and factors that shaped people's lives and actions in the past.

Follow these steps when practising this skill:

Step 1 Identify a historical issue around which there may be different opinions or interpretations.

Step 2 List the various groups and/or people who may have been involved in or affected by this issue.

Step 3 Identify the role or position of these groups/people in society.

Step 4 Locate primary sources that provide evidence about the points of view of these groups/people.

Step 5 Analyse each source, using the following questions:

- Why was the source written or produced?
- Who was the intended audience of the source? Was it meant for one person's eyes, or for the public? How does that affect the source?
- What was the author's message or argument? What ideas were they trying to get across? Is the message explicit (obvious), or are there implicit (subtle) messages as well? What can the author's choice of words tell you? What about the silences – what does the author choose *not* to talk about?
- How does the author try to get the message across? Do they give a detached, balanced account, or is it biased for or against the issue?
- Compared to what we face today, what relevant circumstances and experiences were different for the author of the source in the past? (Some examples might include religion, economy, family life, technology, etc.) How do you think these factors and experiences influenced their thoughts and actions?

For more information on this key skill, refer to page 236 of `The history toolkit'.

Practise the skill

1 Read Sources 25 and 26 and follow the steps above to **identify** and **analyse** the perspectives of A.O. Neville and Bill Simon. Pay particular attention to the questions provided in step 5 when analysing both of the sources.

Extend your understanding

1 Look again at your list of groups/people involved in or affected by the practice of forcibly removing Aboriginal and Torres Strait Islander children from their families and communities. Of these groups and individuals, whose perspectives are *not* represented in Sources 25 and 26?

2 Conduct some **research** to locate additional primary source documents that help to illustrate the perspectives of these other groups or individuals. Identify and analyse these perspectives, using the steps provided.

11.7 The US civil rights movement

In this topic, you will:

» explore key events in the movement for civil rights for Black Americans.

segregation
in US history, the policy of separating Black American people from white people

During the 1960s, the struggle for civil rights for Black Americans gained worldwide attention. A series of events and significant individuals in the US civil rights movement would go on to inspire and influence civil rights campaigners in Australia.

During World War II, considerable numbers of Black Americans left the former slave-owning states in the south to work in war industries in California, Michigan and Pennsylvania. These states offered a better quality of life and more equality than the southern states. After the war, in 1948, **segregation** in the US army was officially abolished. Many Black American men had served in the war and many had died for their country. It was felt that they could no longer be denied their rightful place in their country and armed services.

Source 1 A separate waiting area for Black Americans at a bus station in the United States

In the southern states, segregation had been legally enforced since the American Civil War ended in 1865. Following the action taken in the US army, the US Supreme Court began to rule against segregation generally. In 1954, the Supreme Court ruled that segregation in American schools was unconstitutional – meaning that it was illegal under US law. This ruling became famous as the *Brown vs The Board of Education* ruling. However, state governments, particularly in the south, resisted federal intervention.

Source 2 Martin Luther King Jr. waves to the crowd gathered for the March on Washington in support of civil rights for Black Americans, 1963.

The case of Emmett Till

In August 1955, a 14-year-old Black American boy called Emmett Till was murdered near the town of Money in Mississippi. He had been brutally beaten and shot after being accused of flirting with a white woman. His body was dumped in the Tallahatchie River. Before the funeral in his home city of Chicago, his mother displayed his body in an open casket. She wanted the world to see the brutality of his murder. The two white men accused of his murder were found not guilty in a trial conducted before an all-white jury in Mississippi in September 1955. They later admitted to the murder in a 1956 magazine interview, knowing they could not be tried twice for the same crime.

The death of Emmett Till became a major turning point for the civil rights movement. The momentum generated by the case led to the 1957 *Civil Rights Act*. This Act aimed to ensure that all Black Americans could exercise their right to vote. It provided resources for ongoing monitoring of civil rights abuses, and it also called for a government report on race relations.

The Emmett Till case went on to become a symbol for the civil rights movement across the United States. Authors used the case in many books to challenge public racism, and in 1962 the famous musician Bob Dylan recorded a song called 'The Death of Emmett Till'.

Emmett Till's death was a tragedy that inspired thousands to change American society.

Source 3 Emmett Till's mother at his funeral in 1955

Bus boycott and segregation

At roughly the same time, Black Americans across the country began to assert their demands for equality in a number of different ways. In 1955, Rosa Parks was arrested in Montgomery, Alabama, after refusing to give up her seat at the front of a bus for a white passenger. The arrest resulted in a boycott of the Montgomery bus service by Black American passengers, beginning in December 1955. One year later, the Montgomery Bus Boycott ended when the City of Montgomery was ordered by the US Supreme Court to stop segregating black and white passengers on its bus services. This victory inspired further efforts to end segregation in America.

Source 4 Rosa Parks is fingerprinted following her arrest.

Analyse this!
The Little Rock Nine

Source 5 The Little Rock Nine entering Little Rock Central High School under the protection of the US army, 1957

In 1957, nine Black American students tried to enrol in the all-white Little Rock Central High School in the State of Arkansas. Despite the 1954 *Brown vs The Board of Education* Supreme Court ruling banning segregation of black and white children in schools, the Arkansas governor used armed officers to prevent the nine students from entering the school. The students also had to face a white crowd threatening to hang them. President Dwight D. Eisenhower intervened, sending in the US army to allow the students to enter the high school they were legally entitled to attend (see Source 5).

President John F. Kennedy's inaugural address in 1961 inspired many Black Americans. Among these was Mississippi student James Meredith, who exercised his democratic right by attempting to enrol in the Oxford Campus of the University of Mississippi. This action prompted riots at the campus and threats from the **Ku Klux Klan**.

The Ku Klux Klan is a group of white Protestants who have historically been opposed to rights for people of colour, Catholics, Jews and immigrants. The organisation has been responsible for many hate crimes. Eventually, Kennedy was forced to bring in the US Marshals and the Mississippi National Guard to control the crowd. Two people were killed and hundreds of soldiers and protesters were injured. Despite these violent protests, Meredith was eventually enrolled.

Ku Klux Klan
a secret society of white supremacists originally formed in the southern states of the United States after the American Civil War to protest against the granting of civil rights to freed Black slaves; the group uses violence and acts of intimidation to achieve its goals

The Freedom Riders

The US Freedom Riders were activists who wanted to test the effect of the US Supreme Court's decision to end racial discrimination on public transport. The first group of Freedom Riders (seven Black Americans and six white Americans) boarded public buses from Washington DC to the southern states of Virginia, North and South Carolina, Georgia, Alabama, Mississippi and Louisiana in 1961. The riders' strategy was a simple one. They held **sit-ins**. They would sit side by side, Black and white, and at least one Black rider would sit in the front section, previously reserved for 'white' passengers. They ate in restaurants together, and they ignored segregation signs when using toilets and drinking fountains. These were forms of **passive resistance**.

The Freedom Riders' journeys were interrupted by frequent mob attacks – usually organised by the Ku Klux Klan – and arrests by southern law enforcement officers on various charges. Once in jail, the riders would sing freedom songs as a continued protest and, in some cases,

sit-ins
a form of non-violent protest where demonstrators occupy a place open to the public, such as a racially segregated lunch counter or bus station, and then refuse to leave

passive resistance
non-violent opposition to authority, including a refusal to cooperate with laws

they were released simply because the police could not stand the singing. When the county jails were full, a number of riders were transferred to the Mississippi State Penitentiary, put into maximum-security units and denied many basic rights.

The Freedom Riders also faced difficulty seeking medical treatment after their frequent beatings by the mobs and law enforcement officers. This racist brutality was one of the reasons that many other riders joined the campaign over the course of the summer of 1961. After pressure from Dr Martin Luther King Jr. and other leading activists, Attorney General Robert Kennedy intervened. In September 1961, he insisted that states comply with federal **desegregation** laws.

desegregation the elimination of segregation

These victories resulted largely from the courage of ordinary American citizens, brave enough to participate in the civil rights struggle. They also helped to make leaders such as Martin Luther King Jr. household names. King went on to be acknowledged as the main leader of the US civil rights movement (see page 352).

In 1963, King led the March on Washington, calling for civil and economic rights for Black Americans. It was attended by 250 000 people, many of whom demanded an end to segregation. At this march, King redefined the civil rights movement. While the US Supreme Court had delivered a legal plan for desegregation, King's famous 'I have a dream' speech was a moral plan for change.

After Kennedy's assassination in November 1963, the new President Lyndon B. Johnson accepted the challenge that King's success had created. On 2 July 1964, the US Congress (parliament) enacted the *Civil Rights Act*, which outlawed discrimination based on race or gender. It was landmark legislation, but the challenge of changing racist attitudes among members of the general public still remained.

Source 6 Freedom Riders sitting on board an interstate bus escorted by Mississippi National Guardsmen (a reserve military force of the US army)

11.7 CHECK YOUR LEARNING

Review and understand

1. **Outline** the connection between *Brown vs The Board of Education* and the Little Rock Nine.
2. **Identify** when the *Civil Rights Act* was passed by the US Congress. What did it change?
3. **Describe** what is meant by 'passive resistance'. Use examples from the Freedom Riders.

Apply and analyse

4. **Explain** the significance of *Brown vs The Board of Education*.
5. Many Black Americans were murdered during the civil rights movement, but Emmett Till's death is often spoken about as being a spark for change. Explain what his death inspired and **propose** (put forward) reasons why you think this was the case.

Evaluate and create

6. In the context of the US civil rights movement, many people argue that 'while laws changed, social attitudes did not'. **To what extent** do you agree with this? A lot (strongly), a little bit (somewhat) or not at all? Write a short paragraph explaining your position.
7. **Research** Rosa Parks and the Montgomery Bus Boycott. Create a short presentation that provides information about her life, her personal characteristics and the contribution she made to the US civil rights movement.
8. Write a 150-word diary entry from the perspective of one of the Little Rock Nine students on their first day at Little Rock Central High School. In your entry, **discuss** how the student is feeling.

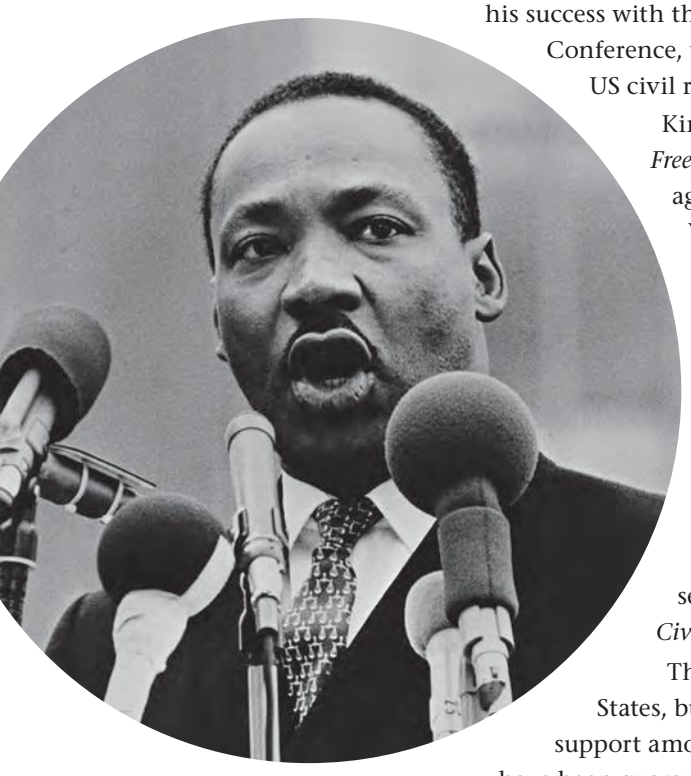
11.8 Significant individual: Dr Martin Luther King Jr.

In this topic, you will:

» explore the life and activism of Dr Martin Luther King Jr.

Martin Luther King Jr. was born in Atlanta, Georgia, in 1929. As a student he engaged in civil rights debates and followed the peaceful resistance methods of Mahatma Gandhi in India with interest. By 1954, King was pastor of the Dexter Avenue Baptist Church in Montgomery, Alabama.

After Rosa Parks was arrested for not giving up her bus seat to a white passenger in 1955, King became a leader of the Montgomery Bus Boycott, a significant and successful protest against segregation. King was arrested during this protest and his house was attacked. He used his success with the bus boycott to help establish the Southern Christian Leadership Conference, which became one of the most important groups of the growing US civil rights movement.



Source 7 Dr Martin Luther King Jr.

King's 1958 book about the Montgomery Bus Boycott, *Stride Toward Freedom*, gave direction to the civil rights movement. It inspired protests against segregation across the United States, including a sit-in at a Woolworths lunch counter by Black students and, more famously, the Freedom Riders. King also lobbied candidates for the 1960 presidential election and achieved significant political influence, despite many trying to accuse him of being a communist. The Director of the US Federal Bureau of Investigation (FBI), J. Edgar Hoover, was particularly opposed to King, and used his influence to try to undermine him.

King's major impact was delivering his 'I have a dream' speech at the March on Washington on 28 August 1963 (see Source 8). He was awarded the Nobel Peace Prize for his work towards ending segregation in 1964, the same year that the US Congress passed the *Civil Rights Act*.

The *Civil Rights Act* was a turning point in race relations in the United States, but King felt there was still much to achieve. He worked to establish support among the poor Black Americans in the north. Although equality may have been guaranteed by federal law, social and economic equality still had to be fought for. King also led opposition to the Vietnam War, arguing: 'we have been repeatedly faced with the cruel irony of watching Negro and white boys on TV screens as they kill and die together for a nation that has been unable to seat them in the same schools.'

Quiz me!
A quick quiz on Dr Martin Luther King Jr.

King's legacy

King was campaigning for striking garbage workers in Memphis, Tennessee, when he was assassinated on 4 April 1968 at the age of 39. The assassin was a white man, James Earl Ray, who was arrested in London two months later, on his way to white-dominated Rhodesia (now known as Zimbabwe). President Lyndon B. Johnson declared 7 April a national day of mourning.

After campaigning by activists, including singer Stevie Wonder, President Ronald Reagan created a public holiday for King in 1986. By the year 2000, every American state recognised the third Monday of January as Martin Luther King Day and a public holiday.

King's legacy of non-violent resistance became an ongoing inspiration, not only for the US civil rights movement, but also for Australia's. King's reputation was international, and activists such as Charles Perkins and the Australian Freedom Riders looked to him for inspiration (see page 355).

Weblink
'I have a dream'

Source 8

Let us not wallow in the valley of despair, I say to you today, my friends. And so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: 'We hold these truths to be self-evident, that all men are created equal.'

I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a dream today!

I have a dream that one day, down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of 'interposition' and 'nullification' – one day right there in Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

I have a dream today!

Extract from Martin Luther King Jr., 'I have a dream', 1963; 'interposition' and 'nullification' are legal terms that relate to an American state seeking to prevent the federal government from enforcing laws that the state deems to be unconstitutional.

Source 9 A mural in Newtown, Sydney, shows King alongside the Aboriginal flag. He has influenced civil rights groups worldwide, including here in Australia.

See, think, wonder
Look at Source 9.
- What do you see?
- What do you think?
- What do you wonder?

11.8 CHECK YOUR LEARNING

Review and understand

1 **Outline** how Rosa Parks and Martin Luther King Jr. changed the bus system in Montgomery.

2 a **Identify** which aspects of King's actions and beliefs would have inspired Aboriginal and Torres Strait Islander activists and their supporters.

b **Describe** why King's actions and beliefs are inspirational.

3 **Summarise** King's legacy, both in the United States and internationally.

Apply and analyse

4 **Analyse** the message of King's 'I have a dream' speech (Source 8). What are his main points? Remember, when you analyse something you must break it down into smaller parts and explain how they relate to each other.

Evaluate and create

5 **Discuss** whether you think King's 'dream' (as outlined in his speech) has been realised. Why or why not?

6 **Create** a speech for the Aboriginal and Torres Strait Islander civil rights movement in Australia in the 1960s. Use King's 'I have a dream' speech as inspiration.

11.9 Australia's civil rights movement

In this topic, you will:

» explore key moments in Australia's civil rights movement.

Australia's Aboriginal rights leaders in the 1960s inherited a movement that had evolved from the Day of Mourning and Protest a generation before (see pages 337 and 339). The success of the US civil rights movement also inspired many non-Indigenous Australians to fight for greater equality for Aboriginal and Torres Strait Islander peoples. By the 1960s, Aboriginal and Torres Strait Islander peoples had a **life expectancy** almost 20 years less than non-Indigenous Australians.

life expectancy
the average number of years a person in an area of population can expect to live from the year in which they were born

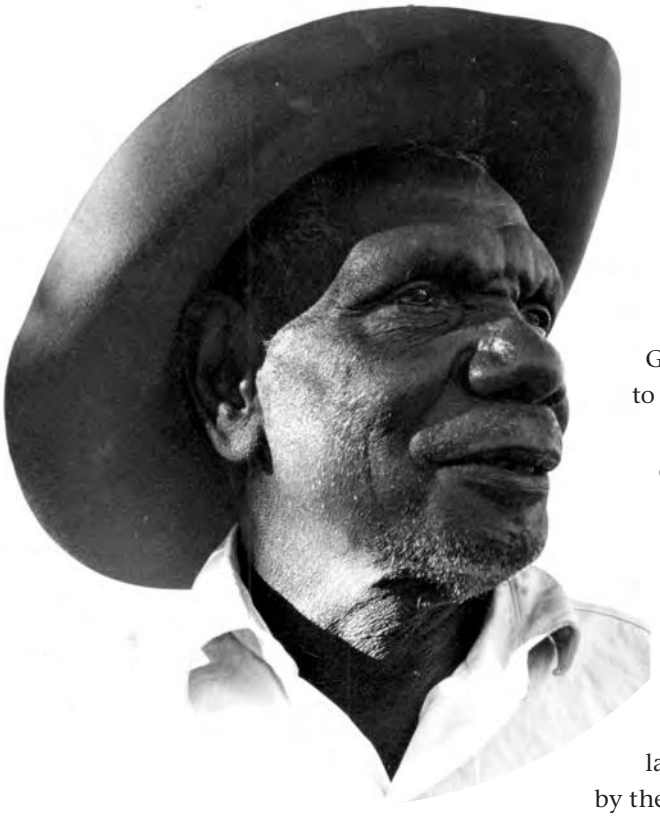
land rights
the rights and interests in land and the resources in the land of Aboriginal and Torres Strait Islander peoples; also refers to the struggle for those rights

Some legislative changes around this time included:

- In 1959, the government agreed to provide welfare payments to Aboriginal peoples under the *Social Services Act*, though the Act required that these payments be paid to a third party.
- In 1962, all Aboriginal and Torres Strait Islander peoples were given the right to vote in federal elections.
- In 1968, Aboriginal peoples achieved equal pay with other Australians.

Unfortunately, the equal pay legislation had some unintended consequences. Until that time, most Aboriginal workers had only been receiving half the minimum wage paid to white Australians. In some areas, particularly in farming communities, some Aboriginal workers were sacked because their bosses refused to pay the higher wages or could not afford them.

Despite these legislative changes, racist attitudes towards Aboriginal and Torres Strait Islander peoples were still prominent in society. As in the United States, the small steps of some brave individuals created a momentum for genuine change.



Source 10 Vincent Lingiari

The Wave Hill Walk-off

One of the most significant turning points in the struggle for Aboriginal rights was the Wave Hill Walk-off (strike) on 23 August 1966. The walk-off at Wave Hill Station, which was on traditional Gurindji land, was in response to the British Vestey Company's refusal to pay the Gurindji farm workers their wages of $25 per week.

The walk-off highlighted the entrenched discrimination that existed in Australian society. But it also brought attention to the issue that would become central to Aboriginal claims for the next two generations: **land rights**.

Vincent Lingiari, who entered public life dramatically when he led the Gurindji people in the Wave Hill Walk-off, quickly ensured that this protest had a more fundamental goal – returning traditional lands. Lingiari and other Gurindji leaders petitioned the Governor-General in 1967, arguing that morally the land was theirs and should be returned to them. This claim was refused by the Governor-General.

In 1971, a song called 'The Gurindji Blues' was written and released by white folk artist Ted Egan. It was created in response to the Wave Hill Walk-off. The lyrics of the song supported the fight for acceptance of the Gurindji people. It features the voice of Aboriginal leader Galarrwuy Yunupingu and is introduced by Lingiari.

Although the song received very little radio play due to racist attitudes of the time, it continued the battle for recognition of the rights of the Gurindji people.

The walk-off finally ended in 1973, and in 1975 one of the decisive moments in Aboriginal Australian history took place. Prime Minister Gough Whitlam symbolically poured earth into Lingiari's hand as he handed over 3300 square kilometres of land to the Gurindji people.

The federal *Aboriginal Land Rights (Northern Territory) Act 1976* granted the Gurindji and other Aboriginal groups in the Northern Territory title to some of their traditional land. For the first time, a specific group of Aboriginal and Torres Strait Islander people had recognition of their connection to their land.

The story of the Wave Hill struggle has become a part of Australian popular culture. Bundjalung and Lamalama singer Kev Carmody and white singer Paul Kelly wrote the song 'From Little Things Big Things Grow' as a tribute to Lingiari's pioneering campaign.

Source 11 Gough Whitlam and Aboriginal Elders Victor Lingiari (son of Vincent Lingiari, left) and Mick Rangiari (right) mark the thirtieth anniversary of the Wave Hill Walk-off at Wave Hill mob's first campsite on the banks of the Victoria River, near Kalkarindji in the Northern Territory, 23 August 1996.

The Australian Freedom Riders

The Australian Freedom Riders who toured regional New South Wales in early 1965 had a similar agenda to their US Freedom Rider comrades (see page 350). The tour began as a fact-finding mission by a group officially known as Student Action for Aborigines, and ended as a genuine protest against segregation across Australia. The students were mostly non-Indigenous and had been involved in organised protests in Sydney.

The Freedom Riders were led by a man called Charles Perkins, who would become the first Aboriginal man to graduate from an Australian university. Perkins modelled the Australian rides on the 1961 US Freedom Rides. He took a bus into parts of rural New South Wales where racist attitudes were most prominent. The Australian Freedom Riders left Sydney on 12 February 1965, and headed initially for Wellington and Gulargambone (see Source 12).

NEW SOUTH WALES: THE ROUTE TAKEN BY THE AUSTRALIAN FREEDOM RIDERS

Source 12 Source: Oxford University Press

Source 13 Freedom Riders protesting outside the RSL Club in Walgett; the word 'Tobruk' in one sign refers to the Siege of Tobruk in World War II, where Aboriginal Australians fought bravely for their country

Walgett and Moree

In Walgett, Aboriginal people were banned from entering the town's Returned and Services League (RSL) Club. This 'home' of the ANZAC spirit was a symbolic target for the Freedom Riders who protested outside the club (see Source 13). The actions of the Freedom Riders angered some in the town, and their bus was run off the road as they left.

In Moree, Aboriginal people were banned from swimming in the council swimming pool. The Freedom Riders staged protests at the Town Hall and the local swimming pool, ensuring that Aboriginal children could enter the swimming pool alongside their non-Indigenous peers. Again, the Freedom Riders were attacked. Up to 500 locals forced them to leave town.

By this stage, the Freedom Riders were being followed closely by journalists (including television reporters), and as a result their protests were known nationwide.

referendum
the method for changing the wording of the Australian Constitution; it requires a proposal for change to be approved by the Australian people in a compulsory public vote

While the Australian Freedom Riders did not stop racist actions, they highlighted the practices to millions of urban Australians who were not aware that these types of discrimination were common in many Australian country towns. The media coverage they attracted helped develop a movement for further change. Australians moved towards a **referendum** to include Aboriginal people in the census and to enable the Commonwealth to deliver direct services to Aboriginal people. Thus the media played an important role in the Aboriginal rights campaign.

Source 14 Campaigning for 'Yes' in the 1967 referendum

The 1967 referendum

In 1967, the Liberal government of Harold Holt had rejected the land rights claim of the Gurindji people at Wave Hill in the Northern Territory. However, recognising that there were inequalities to address, Holt called a referendum seeking authority to count Aboriginal and Torres Strait Islander people in the Australian census that same year. The change would also allow the federal government to legislate for Aboriginal and Torres Strait Islander peoples, rather than leaving this to different state governments. All major political parties supported the proposal.

As with all referendums, campaigns were organised and leaders were mobilised to explain the reasons for and against change (see Source 14). By 1967, 87 per cent of households owned a television, so, in addition to the traditional poster and newspaper campaigns of previous referendums, voters could actually watch the debate take place on their televisions.

During the lead-up to the referendum, both major political parties publicly endorsed the 'Yes' case and the Federal Council for the Advancement of Aborigines and Torres Strait Islanders (FCAATSI) arranged a number of public actions in Canberra and the state capital cities to promote the cause. The churches were also big supporters.

One of the main issues that led to people supporting the referendum was the discrepancies that were created by having different state laws. For example, Aboriginal and Torres Strait Islander Australians who were acting within the law in New South Wales could be arrested for doing exactly the same thing in Queensland. Others voted 'Yes' because there was a view that resources for Aboriginal and Torres Strait Islander people, including social services, would be more readily available if they were delivered by the Commonwealth. Many people simply thought it was fair that Aboriginal and Torres Strait Islander people be counted as human beings in the Commonwealth of Australia.

Contrary to popular belief, this referendum did not 'give Aboriginal people the vote'. That right had already been granted in all states by an Act of Parliament in 1962. In fact, between 8000 and 10 000 Aboriginal people voted in the 1967 referendum.

The referendum was the most successful ever passed, with more than 90 per cent of Australians agreeing to the proposal (see Source 15). (However, the 'Yes' vote was closer to 80 per cent in Western Australia and far lower in some rural areas.) In Australian political history, this was an extraordinary result. Between 1901 and 2011 there have been 44 referendums, of which only eight have been carried.

Many Aboriginal leaders today, however, question the success of the referendum in changing attitudes. Mick Dodson, a leader and activist who is a member of the Yawuru people of north-west Australia, expressed concerns that when **native title** was being debated in federal parliament in the late 1990s, few Aboriginal leaders were even consulted – even after 30 years of public land rights campaigns.

native title
the recognition by Australian law that some Aboriginal and Torres Strait Islander peoples have rights and interests to the land that come from their traditional laws and customs

Source 15 Referendum results by state

State	Yes		No		Informal (invalid) votes
	Votes	Percentage	Votes	Percentage	
New South Wales	1 949 036	91.46	182 010	8.54	3 461
Victoria	1 525 026	94.68	85 611	5.32	19 957
Queensland	748 612	89.21	85 611	10.79	9 529
South Australia	473 440	86.26	75 383	13.74	12 021
Western Australia	319 823	80.95	75 282	19.05	10 561
Tasmania	167 176	90.21	18 134	9.79	3 935
Total for Commonwealth	**5 163 113**	**90.77**	**527 007**	**9.23**	**91 464**

Graph it!
The 1967 referendum results by state

11.9 CHECK YOUR LEARNING

Review and understand

1. **Identify** the traditional owners of the land on which the Wave Hill Station stood.
2. Which prime minister returned land to its traditional owners at the end of the Wave Hill Walk-off? **Describe** the symbolism of his gesture.
3. Who led the Australian Freedom Rides in 1965? **Outline** the aim of the Australian Freedom Riders.
4. **Explain** what was and what wasn't achieved by the 1967 referendum.

Evaluate and create

5. **Research** the lyrics to 'From Little Things Big Things Grow' by Kev Carmody and Paul Kelly, and 'Gurindji Blues' by Ted Egan featuring Galarrwuy Yunupingu. Compare the context and messages of the two songs.
6. **Create** a diary entry from the perspective of one of the students on the Freedom Rides of 1965. Make sure you describe:
   - **a** your motivation for joining the Freedom Riders
   - **b** what you hoped the Freedom Riders might achieve
   - **c** some of your key experiences; for example, at Moree.

11.10 Land rights: a continuing struggle

In this topic, you will:

» explore the history of land rights for Aboriginal and Torres Strait Islander peoples in Australia.

Key skill worksheet
Determining historical significance: *Terra Nullius*

Worksheet
The Aboriginal flag

self-determination
the right of the people in a particular place to choose the form of government they will put in place and the course of action they will take

embassy
a group of people who represent their country in a foreign land; also refers to the building where these people are based

The Aboriginal struggle for land rights has a long and important history in Australia. Throughout the nineteenth century, the sites of British colonisation and settlement continued to expand onto Aboriginal land almost without restriction. The concept of *Terra Nullius* established at the time of British colonisation – and reinforced by the proclamation of Sir Richard Bourke, Governor of New South Wales, in 1835 (see page 343) – ensured that there would be no recognition of Aboriginal rights to land. Early farmers leased large amounts of land from the Crown (the British Government) and white occupation of the land equated to ownership.

However, there is some evidence that this situation was contested from time to time. From the 1840s onwards, the British wanted the Australian colonies to give formal recognition to native title and to grant rights for Aboriginal people to share rural lands. Farmers and their allies rejected this. In the 1870s, Aboriginal groups in parts of New South Wales petitioned unsuccessfully for their right to own farming land.

The challenges faced by Aboriginal and Torres Strait Islander peoples were immense, but the 1970s offered some hope for activists. The Whitlam government was elected in 1972 and announced **self-determination** as the framework for Aboriginal Affairs policies, introducing the idea that Aboriginal people were best placed to determine what happened to them and their lands.

In 1976, after Whitlam had left office, Malcolm Fraser's government passed the *Aboriginal Land Rights Act*, which officially granted land title to the Gurindji people and other Aboriginal groups in the Northern Territory. This represented the beginning of a powerful shift in the Aboriginal rights movement.

While these power shifts provided some hope to Aboriginal people, leaders knew they still had a long way to go. For example, state governments continued to grant licences to mining companies without consulting traditional land owners, resulting in land being devastated by the effects of mining. The civil rights movement and land rights campaigns of the 1960s and 1970s laid the basis for great change, but many issues remained unresolved.

Source 16 The Tent Embassy, 1972

Tent Embassy

Before Whitlam's election, the Aboriginal Tent **Embassy** had been established on the lawn in front of the Australian Parliament in 1972 as a peaceful protest site (see Source 16). It was called an 'embassy' because as they had no rights in their land, the Aboriginal protesters thought of themselves as aliens – and as aliens, they would need their own embassy.

The embassy was erected in response to the slow progress being made on Aboriginal land rights. While the 1967 referendum had delivered administrative responsibility for Aboriginal and Torres Strait Islander peoples to the Commonwealth, many felt that there still needed to be an acknowledgment of traditional ownership.

Key figures of the embassy, including Roberta (Bobbi) Sykes (an Australian activist and poet), Gary Foley (a Gumbainggir activist) and Michael Anderson (an Euahlayi leader) established the embassy in the middle of the night on Australia Day in 1972. The embassy sought to draw attention to wrongs carried out against Aboriginal people and to air their grievances. One of its placards linked it to land rights, reading: 'White Australia you are living on stolen land.'

As well as highlighting significant symbolic goals, the embassy leaders had a list of practical demands that they wanted to negotiate. These included:

- legal and title rights to land currently being mined
- the preservation of all sacred sites
- compensation for lands not returnable – a $6 billion down payment plus an annual percentage of gross national income.

The demands were rejected and the police removed the tents and arrested a number of activists. Over the next five years, the embassy was erected, demolished and re-erected several times, until Charles Perkins negotiated its temporary removal on the promise of action on land rights. In that time, a number of commitments by the Commonwealth led many to believe that progress was being made. Whitlam established a significant bureaucracy to support Aboriginal welfare and land rights claims, and Fraser passed the *Aboriginal Land Rights Act 1976*.

The Tent Embassy was re-established on the grounds of Old Parliament House in 1992, where it continues to remind the nation of the ongoing issues relating to reconciliation.

Source 17 The Tent Embassy was re-established in 1992 on the twentieth anniversary of its founding. It remains in place today.

Mabo decision and *Native Title Act*

In June 1992, a group of Torres Strait Islander people led by activist Eddie Mabo won a historic land rights case in the High Court of Australia. The judgment meant that the Torres Strait Islanders had a right to their land because they had been the original owners before European settlement. The court ruled that native title may apply to all claims to land that had not been sold or given away; in other words, **Crown land**. The ruling stated that:

> there may be other areas of Australia where an Aboriginal people maintaining their identity and their customs are entitled to enjoy their native title.

Crown land
land belonging to the monarch or to the state in a self-governing country that is part of the British Commonwealth

In December 1993, the federal government passed the *Native Title Act* to place the *Mabo* decision in piece of formal legislation. The *Native Title Act* also addressed some concerns of non-Indigenous Australians who felt their ownership of property could be challenged as a result – it confirmed land ownership for those who had purchased property. It also declared that future native title claimants must prove that Aboriginal and Torres Strait Islander people had an unbroken link with the land in question. The federal government established a National Native Title Tribunal and developed a research process that was necessary before a native title application could be made. This was done to reassure groups such as landowners and miners who feared that their titles or claims might be taken from them.

Source 18 Bethel, Bonita and Maleta Mabo celebrate the 1992 *Mabo* decision

KEY CONCEPT
Significance

Eddie Mabo

Eddie Koiki Mabo was a Torres Strait Islander born in 1936 on Mer Island (known as Murray Island) in the Torres Strait. His mother died shortly after his birth and he was adopted by his mother's brother, Benny Mabo, and his wife Maiga.

Mabo learnt from a young age that he would inherit Benny's land and he knew exactly where the boundaries were by looking at land features, trees and rocks. However, after breaking Mer Island law as a teenager, he was exiled and it was many years before he returned to his land.

On the mainland, he worked on pearling boats and on the railways. He became involved in the trade union movement and began speaking out for Aboriginal and Torres Strait Islander people. In 1959 he married Bonita Neehow, and few years later he secured a job as a gardener at James Cook University in Townsville, where he began to read and attend lectures.

When a land rights conference was held at James Cook University in 1981, Mabo made an important speech about his ownership of land on Mer Island. He was immediately encouraged by a lawyer at the conference to test his ownership claims in the courts. When he told the people of Mer Island, they were very supportive and a 10-year legal battle began, with Mabo as the leader. In particular, the Mer Islanders were challenging the legal concept of *Terra Nullius*.

The case was known as *Mabo v Queensland* and, in the course of proceedings, officials of the Queensland Supreme Court visited Mer Island to clarify details of Mabo's claim. He was able to show the judges (and the media) exactly where his land started and finished.

Source 19 Eddie Mabo

The legal battle took a toll on Mabo's health. In 1991, he became ill and in January 1992 he died of cancer. The High Court of Australia ruled in favour of Mabo five months later. The government refused to pay for Mabo's widow, Bonita, to attend the court case, so she had to drive from Townsville to Canberra. She was delayed and missed the final ruling.

The *Mabo* decision was the most important legal judgment for Aboriginal and Torres Strait Islander peoples in the twentieth century.

For more information on this key concept, refer to page 225 of 'The history toolkit'.

Wik decision

In 1996, the question of native title on pastoral leases was raised and investigated in the High Court of Australia in the *Wik* case. Pastoral leases are unique to Australia. They allow Crown land to be used by farmers and graziers, but do not grant them sole tenure. As these leases account for 42 per cent of the Australian land mass, it was a major issue in the land rights campaigns.

The Wik people of Cape York, Far North Queensland, argued in court that native title could exist alongside a current or defunct pastoral lease. The court agreed, but stressed that where pastoralists' rights and Aboriginal and Torres Strait Islander rights were in conflict, the rights of the pastoralists would prevail. The court pointed out that pastoralists had the exclusive right to pasture, but not exclusive rights to the possession of land.

Because of criticism and concern expressed by pastoralists and conservative leaders, in 1997 the Howard government introduced the *Native Title Amendment Act*. This legislation, which took effect in 1998, effectively extinguished native title – not only on pastoral land, but also on most other Crown land.

The United Nations Committee on the Elimination of Racial Discrimination demanded that Australia explain its stance. Australia was the first Western nation to have to explain its human rights position to this committee.

Key skill worksheet
Sequencing events: Land rights

Jabiru returned to Mirarr traditional owners

In 1982 the Ranger uranium mine was established in the town of Jabiru, which is located in Kakadu National Park. Since then, the traditional owners – the Mirarr people – have fought for the mine's closure. Their application for native title was lodged in the Federal Court on 1 September 1997 and, on 26 June 2021, the land was returned to the Mirarr people, who intend to rehabilitate the mine site and turn the township into a vibrant hub for tourism and culture.

Source 20 Jabiru – 'This land was left to us by our ancestors and now it comes back to us again,' said senior traditional owner Yvonne Margarula on 26 June 2021.

11.10 CHECK YOUR LEARNING

Review and understand

1. In your own words, **define** the term 'self-determination'.
2. **Identify** when and where the Aboriginal Tent Embassy was set up, and outline its purpose.

Apply and analyse

3. Describe the location of Eddie Mabo's traditional land, and **explain** how his knowledge of this land was relevant in *Mabo v Queensland*.
4. **Explain** what the *Aboriginal Land Rights Act* meant for Aboriginal and Torres Strait Islander peoples.
5. **Summarise** the High Court's ruling in the *Wik* decision, and its significance.

Evaluate and create

6. The *Mabo* decision is one of the most significant moments in Australian history. **Evaluate** the significance of the *Mabo* decision, using the 5Rs of historical significance to structure your response (see page 235 of 'The history toolkit').
7. Research the Aboriginal flag and the Torres Strait Islander flag and their history. **Create** a brief presentation for the class. Be sure to explain the origins of the flags, the symbolism in the designs, and any significant individuals who had a role in the development of the flags, up to their final acceptance as flags of Australia.

11.11 Towards reconciliation

In this topic, you will:

» develop an understanding of why the reconciliation of Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians is an ongoing process.

The concept of reconciliation is best understood as a continuing process and not a single event. It is the way in which Aboriginal and Torres Strait Islanders and non-Indigenous Australians can come together and share common goals as unified Australians. The acceptance of the 1967 referendum, a **bipartisan** commitment to land rights in the mid-1970s and the passage of the *Aboriginal Land Rights Act 1976* saw the Gurundji people achieve land recognition. These events were seen as steps towards genuine reconciliation.

These small successes paved the way for more organised and consistent efforts to acknowledge the wrongs committed by governments and individuals against Aboriginal and Torres Strait Islander peoples in the past.

bipartisan
agreement between two political parties that are usually opposed to each other

executive
relating to or having the power to put plans or actions into effect

ATSIC and Aboriginal rights movements

The Hawke government established the Aboriginal and Torres Strait Islander Commission (ATSIC) in March 1990. ATSIC was an elected body selected by Aboriginal and Torres Strait Islander people. It was designed to be an organisation through which all Aboriginal and Torres Strait Islander peoples could be formally involved in government processes. It was also seen as a first step towards Aboriginal and Torres Strait Islander self-determination – that is, Aboriginal and Torres Strait Islander people taking control of their own affairs.

ATSIC was to have both representative and **executive** roles, with 35 regional offices and a budget. The Hawke government saw it as an important vehicle for managing Aboriginal and Torres Strait Islander affairs.

The *Aboriginal and Torres Strait Islander Commission Act 1989* was passed in early November. Its objectives were designed to ensure full participation by Aboriginal and Torres Strait Islander people in decision making:

- to ensure maximum participation of Aboriginal and Torres Strait Islander peoples in government policy formulation and implementation
- to promote Aboriginal and Torres Strait Islander self-management and self-sufficiency
- to further Aboriginal and Torres Strait Islander economic, social and cultural development
- to ensure coordination of Commonwealth, state, territory and local government policy affecting Aboriginal and Torres Strait Islander people.

By the early 2000s, however, criticism was growing in regard to what was seen as a lack of achievements by ATSIC for Aboriginal and Torres Strait Islander communities. Some felt that there were problems due to the structure of ATSIC, and that the Western democratic process did not sit easily with traditional Aboriginal and Torres Strait Islander values, where family group relationships are most important. Lowitja O'Donoghue, the first chairperson of ATSIC, described the problems this way:

> You elect your own mob [and they] vote for funding for their own mob rather than those who have the greater need … What I've always said is, 'We're dealing here with taxpayers' money. This is a white fella organisation, not a black fella one. And so we've got to operate in a different way.' That's the dilemma.

ATSIC was also constrained in regard to its funding. In 2003–04, it only received 46 per cent of the total budgeted Commonwealth expenditure for Aboriginal Affairs. ATSIC was not given responsibility for the areas of health care, social security or education. This severely limited what it could achieve.

Key skill worksheet
Analysing cause & effect: Aboriginal and Torres Strait Islander Commission

Think, pair, share *

- Think about the dilemma Lowitja O'Donoghue identified with the way ATSIC was run.
- Discuss your ideas with a partner.
- Share your thoughts with the class.

In its last few years, the majority of ATSIC's budget was spent on economic development programs, including the Community Development Employment Project (CDEP) scheme. Supporters saw this as providing genuine work for young Aboriginal and Torres Strait Islander people who chose to live in traditional communities. Others were concerned that it could never deliver the skills training and economic benefits that it set out to provide.

Following continued concerns over mismanagement and funding discrepancies, ATSIC was abolished in 2004 by the Howard government. The CDEP continued to operate, although a number of CDEP programs were abolished in 2007 as part of the Howard government's Northern Territory National Emergency Response (see page 372). This was a reflection of the Howard government's reluctance to recognise and respect Aboriginal and Torres Strait Islander people.

Source 21 Aboriginal people protesting against the abolition of ATSIC

Lowitja O'Donoghue

Lowitja O'Donoghue was born in 1932 in Indulkana, South Australia. She was taken away from her mother, a Pitjantjatjara woman, at the age of two and did not see her again for 33 years. She never knew her father, who was white and of Irish descent.

O'Donoghue grew up in the Colebrook Home in Quorn, South Australia, far away from her community. After a long struggle, she won admission to the nursing school at the Royal Adelaide Hospital in 1954, where she was the first Aboriginal Australian to qualify. After working as a nurse for several years, she became a public servant in Aboriginal Affairs in 1962 – first in South Australia and then for the Commonwealth.

Since then, she has been involved in various senior positions, helping to give a voice to the Aboriginal people of Australia. She was the founding chairperson of ATSIC and co-chairperson of the Australian Citizens' Parliament.

In 1976, O'Donoghue became the first Aboriginal woman to receive the Order of Australia. She became a Commander of the Order of the British Empire in 1983, and in 1984, she was named Australian of the Year. In 1992, at the launch of the United Nations International Year for the World's Indigenous People, O'Donoghue became the first Australian Aboriginal person to address the United Nations General Assembly. Since then, she has been further honoured by awards of the Companion of the Order of Australia in 1999 and the Papal Award (Dame of the Order of St Gregory) in 2005.

O'Donoghue stood beside Prime Minister Kevin Rudd as he made the nation's apology to the Stolen Generations on National Sorry Day, 13 February 2008.

For more information on this key concept, see page 225 of 'The history toolkit'.

KEY CONCEPT
Significance

Source 22 Lowitja O'Donoghue

11.11 CHECK YOUR LEARNING

Review and understand

1 **Summarise** the main objectives of the *Aboriginal and Torres Strait Islander Commission Act 1989*.

2 **Outline** Lowitja O'Donoghue's main achievements.

Apply and analyse

3 **Explain** what reconciliation means in an Australian political sense. To what extent is this definition limited?

4 In a short paragraph, **summarise** the role of ATSIC. Use the 5Ws (who, what, when, where, why) to structure your response.

5 Reflect on the critique of ATSIC that began in the early 2000s. **Analyse** what other factors were responsible for limiting ATSIC's achievements. What could the government have done to be more supportive?

6 **Suggest** why Kevin Rudd asked Lowitja O'Donoghue to stand next to him at the National Sorry Day ceremony.

11B RICH TASK

Quizlet
Revise the key terms you have learnt so far.

Charles Perkins: a significant individual

In 1965, Charles Perkins was the first Aboriginal person to graduate from an Australian university, when he received a Bachelor of Arts from the University of Sydney. Charles Perkins was an Arrernte and Kalkadoon man. A former professional soccer player with a charismatic personality, he became one of the most important Australian Aboriginal activists and leaders. His involvement in the Australian Freedom Rides through New South Wales in the 1960s (see page 355) played a significant role in bringing to attention the racial discrimination that was so rife in rural Australia.

KEY SKILL
Communicating & reflecting

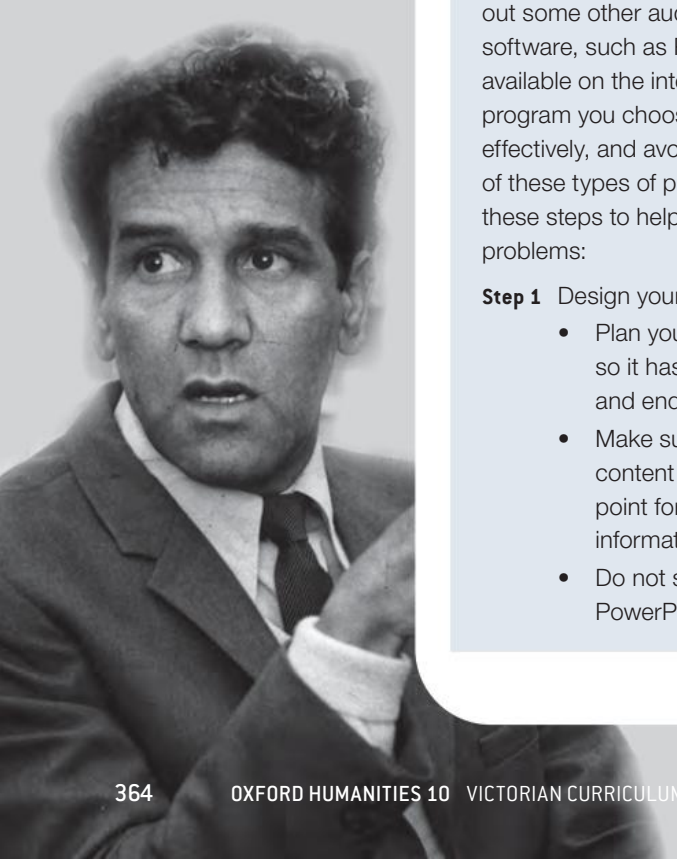
Creating and delivering an audiovisual presentation

It is likely that as part of your school work, you have already created many PowerPoint presentations. You may have also tried out some other audiovisual presentation software, such as Prezi, which is freely available on the internet. Whichever program you choose, it is important to use it effectively, and avoid the common problems of these types of presentations. Follow these steps to help you avoid these typical problems:

Step 1 Design your presentation:

- Plan your presentation carefully so it has a clear beginning, middle and end.
- Make sure you present the content in clear, concise bullet-point form, not huge slabs of information in paragraph form.
- Do not simply fill up your PowerPoint with lots of random pictures that are only loosely related to the content. Include visuals that relate to the content on that particular slide. Make sure each visual is accompanied by a caption that explains why it is relevant to the presentation.
- A common mistake is to have objects and text moving on the screen in a way that distracts the audience. Use graphics, sound, video, animations and transitions only if they add value to the point being made, not just because you think it will look good.
- Use a design that ensures your audience can clearly see and read the slides. Make sure there is enough contrast between the text colour and the background colour on the slide, and make sure your font size is large enough.

Source 23 Charles Perkins was a central figure in the Australian civil rights movement.



Step 2 Deliver your presentation:

- When delivering an audiovisual presentation to an audience, do not just stand up and read out the text on each slide. Rather, talk in a way that develops and expands upon the points. Carefully plan in advance what you are going to talk about during each slide. Record this plan on cue cards, and refer to these during your speech to remind you of what to say.
- Remember: one thing at a time. At any moment, what is on the screen should be the thing that you are talking about. Your audience will quickly read every slide as soon as it is displayed. If there are four points on the slide, they'll have read all four points while you are still talking about the first point. Plan your presentation so just one new point is displayed at any given moment. Click to go to the next point only when you are ready to talk about that next point.
- Speak clearly – not too fast, not too slow. Vary your tone and pitch to make your presentation more interesting.
- Make eye contact with different members of your audience. Do not just look down at your cue cards.

For more information on this key skill, refer to page 243 of 'The history toolkit'.

Practise the skill

1 **Research**, prepare and deliver an audiovisual presentation about Charles Perkins and his role in achieving change for Aboriginal people in Australia. Your presentation should be based on relevant and reliable sources.

Use the following questions to guide you:

a What was Perkins' childhood like and how did this motivate him with regard to his later activism?

b What were some of his sporting and academic achievements?

c What were the Australian Freedom Rides and what was Perkins' role in them?

d How was Perkins influenced by the American Freedom Riders?

e What were some key features of his political career in the years after the Freedom Rides?

Extend your understanding

1 As you listen to the presentations of your classmates, complete a peer assessment in the form below for each one.

As part of a class discussion give your classmates some 'warm' (positive) and 'cool' (constructive criticism) feedback, remembering to always be supportive and tactful. Only mention feedback that will help them improve for next time.

2 When you are listening to feedback on your own presentation, remember to thank each person and afterwards reflect using the below questions:

- What did I do well in terms of my PowerPoint design?
- What could I improve in terms of my PowerPoint design?
- What did I do well in terms of my oral presentation?
- What could I improve in terms of my oral presentation?

Name of presenter:		
Topic of presentation:		
What are 3–5 things you learnt during this presentation?		
	PowerPoint design	Oral presentation
What is some 'warm' feedback you can give the presenter (positive/ achievements)?		
What is some 'cool' feedback you can give the presenter (constructive criticism)?		

11.12 Two speeches, two perspectives

In this topic, you will:

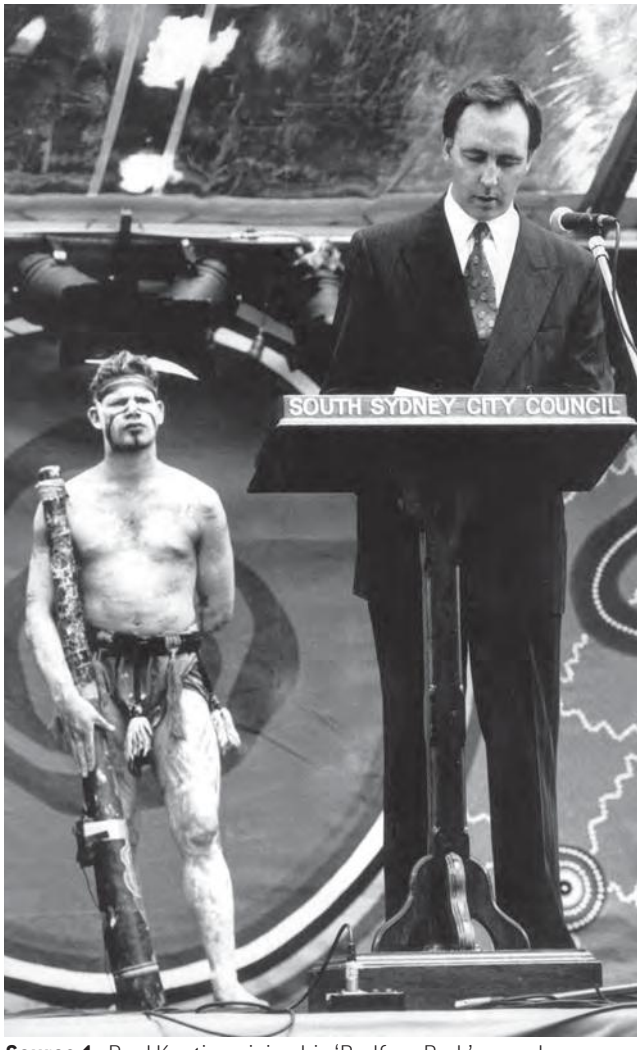
» examine key speeches made by Australian prime ministers on reconciliation.

Civil rights remains a divisive and contentious issue for some people. This division and the different positions taken by political parties in Australia over the years are clearly reflected in two major speeches made by two different prime ministers in Australia during the 1990s.

The 'Redfern Park' speech

In December 1992, six months after the *Mabo* decision (see page 359), Prime Minister Paul Keating gave a speech to launch the United Nations International Year of the World's Indigenous People. Keating spoke to a mainly Aboriginal audience in the Sydney suburb of Redfern (see Source 1). His speech was written by one of Keating's main speechwriters, Don Watson. Known as the 'Redfern Park' speech, it is one of the most significant delivered by an Australian prime minister on Aboriginal and Torres Strait Islander issues.

Weblink
Redfern Park speech



Source 1 Paul Keating giving his 'Redfern Park' speech, December 1992

The speech was historic because it was the first time an Australian prime minister had publicly acknowledged the injustices Aboriginal and Torres Strait Islander peoples had experienced because of past policies. It challenged non-Indigenous Australians to imagine what it would have been like if they had experienced such wrongs. It kept the reconciliation debate alive by keeping the issue in the public eye.

Perhaps the most powerful moment of the speech was when Keating said:

> [T]he starting point might be to recognise that the problem starts with us non-Aboriginal Australians. It begins, I think, with that act of recognition. Recognition that it was we who did the dispossessing. We took the traditional lands and smashed the traditional way of life. We brought the diseases. The alcohol. We committed the murders. We took the children from their mothers. We practised discrimination and exclusion.

These were words many Aboriginal and Torres Strait Islander peoples never thought they would hear from an Australian prime minister.

It was thought the 'Redfern Park' speech heralded a major breakthrough on the path to reconciliation by honestly recognising the injustices of Australia's past.

In 2007, Radio National listeners voted the 'Redfern Park' speech as the third most unforgettable speech in history, behind Martin Luther King Jr.'s 'I have a dream' and Jesus' 'Sermon on the Mount'.

Rejection of an official apology

During his term as prime minister, John Howard rejected the idea that an official apology to Aboriginal and Torres Strait Islander peoples was needed, and made it clear in 1997 that none would be made for the past actions of non-Indigenous people or to groups such as the Stolen Generations.

Howard and other conservative political and social leaders argued that previous generations were responsible for the experience of Australia's Aboriginal and Torres Strait Islander peoples. An apology was therefore not necessary from members of today's society and would place 'blame' on those who were not responsible. They also argued that the intent of those who initiated the actions or events was good, even if the result was damaging.

Source 2 A mural of the Aboriginal flag – the flag is one of the most significant symbols of Aboriginal rights because it is so powerful visually and provides a single banner under which all Aboriginal nations can unite.

Contrary to this view, a groundswell of opinion saw state premiers offering such apologies. Queensland started the process with a parliamentary apology on 26 May 1997. Western Australia followed on 27 May 1997, South Australia on 28 May 1997, the Australian Capital Territory on 17 June 1997, New South Wales on 18 June 1997, Tasmania on 13 August 1997, Victoria on 17 August 1997 and the Northern Territory on 28 October 2001.

The federal government, however, did speak of reconciliation. On 26 August 1999, Howard said that parliament expressed:

> … its deep and sincere regret that Indigenous Australians suffered injustices under the practices of past generations, and for the hurt and trauma that many Indigenous people continue to feel as a consequence of those practices.

The Leader of the Opposition, Kim Beazley, spoke emotively of the need to:

> … unreservedly [apologise] to Indigenous Australians for the injustice they have suffered, and for the hurt and trauma that many Indigenous people continue to suffer as a consequence of this injustice.

*** See, think, wonder**

Look at Source 3.
- What do you see?
- What do you think?
- What do you wonder?

The Australian Reconciliation Convention

In May 1997, Howard gave a speech at the Australian Reconciliation Convention in Melbourne. This was designed to celebrate the 30 years since the famous referendum of 1967. The aim was to achieve reconciliation by 2001.

As prime minister, Howard was to deliver the keynote address. His stance against a formal apology had angered delegates, and when he spoke some turned their backs on him, while others booed (see Source 3).

Source 3 John Howard's speech at the Reconciliation Convention upset some delegates who responded by turning their backs on him.

Howard made his position clear when he stated:

> In facing the realities of the past … we must not join those who would portray Australia's history since 1788 as little more than a disgraceful record of imperialism, exploitation and racism … Australians of this generation should not be required to accept guilt and blame for past actions and policies over which they had no control.

For those who saw such hope in Keating's 'Redfern Park' speech, Howard's approach seemed a step backwards. As prime minister he controlled the political agenda, and Australia had to wait until he lost his seat in the 2007 election to move towards a formal apology to Aboriginal and Torres Strait Islander peoples (see page 370).

Key skill worksheet
Sequencing events: Speeches on reconciliation

Source 4 'Sorry – couldn't be bothered', a political cartoon by Eric Löbbecke, published in *The Australian*, 9 February 2008; Howard refused to attend Prime Minister Kevin Rudd's apology to the Stolen Generations at parliament in 2008.

11.12 CHECK YOUR LEARNING

Apply and analyse

1. **Explain** the purpose of Paul Keating's 'Redfern Park' speech.
2. **Compare** Keating's speech to the one John Howard gave at the Australian Reconciliation Convention. What are the similarities and differences?
3. Look at Sources 1 and 3. **Explain** how the location and setting of each speech reflect the views of the prime minister of the time. Which do you think is more respectful?

Evaluate and create

4. **Evaluate** Howard's reasoning for not wanting to make an official apology. What are the strengths and weaknesses of his position? What is your overall opinion?
5. **Analyse** Howard's statement: 'In facing the realities of the past … we must not join those who would portray Australia's history since 1788 as little more than a disgraceful record of imperialism, exploitation and racism.' Do you think his characterisation of Australia's history is accurate? Explain why or why not.
6. Locate the full text of both Keating's 'Redfern Park' speech and Martin Luther King Jr.'s 'I have a dream' speech. **Create** a Venn diagram to identify the similarities and differences between the two.

11.13 The reconciliation movement

In this topic, you will:

» explore recent events in the reconciliation movement.

Popular support for the Stolen Generations grew significantly around the end of the 1990s. Central to the claims of many Australians was the view that the nation would be strengthened by a formal acknowledgment of past wrongs. This idea was suggested in 1996 by the Governor-General, William Deane, and featured as Recommendation 5 in the *Bringing Them Home* report (see page 333).

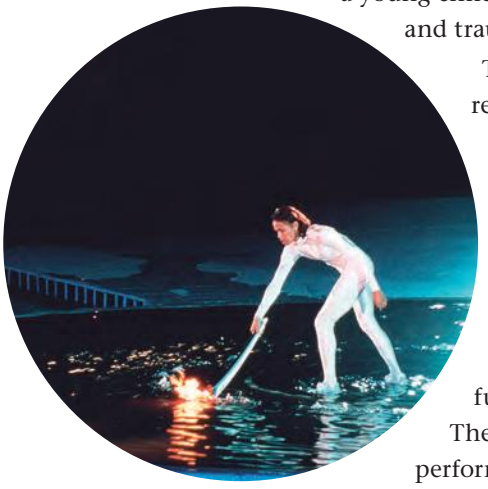
The first National Sorry Day was held on 26 May 1998, to mark the first anniversary of the handing down of the *Bringing Them Home* report. Each year since then, events have been staged to commemorate the findings and consider the government's scorecard on responding to the recommendations in the report. In 2005, the day was temporarily renamed the National Day of Healing for All Australians – a gesture of goodwill from the National Sorry Day Committee, which frequently acknowledged the support given to its movement by a wide range of Australians.

Source 5 A National Sorry Day march in Sydney, 2007

Popular culture and the 2000 Olympics

The reconciliation movement stimulated wide-ranging creative expression, from films such as *Rabbit-Proof Fence* (2002), to songs by Aboriginal artists Archie Roach and Ruby Hunter, and works by performance artists such as the Bangarra Dance Company. Roach's award-winning album, *Charcoal Lane* (1990), contained the heartbreaking song 'Took the Children Away'. Roach had been removed from his family as a young child and the honesty of his song-writing introduced a wide audience to the pain and trauma that would surface in the *Bringing Them Home* report.

The 2000 Sydney Olympics also provided a stage for popular support of reconciliation. Cathy Freeman became one of the most popular individuals in Australia when she both lit the Olympic flame at the opening ceremony (see Source 6) and then won the 400-metres final. Her victory lap, where she draped herself in both the Aboriginal and Australian flags, was seen as a decisive moment in the history of reconciliation.



Source 6 Cathy Freeman lights the Olympic flame.

The closing ceremony of the Sydney Olympics provided one further step towards reconciliation. The rock band Midnight Oil performed as part of the ceremony. The band chose to perform its song 'Beds Are Burning', a statement of support for Aboriginal and Torres Strait Islander peoples. To Prime Minister John Howard's chagrin, the band also performed in specially designed 'sorry' suits (see Source 7).

Source 7 Midnight Oil at the closing ceremony of the 2000 Sydney Olympics

The international scene

The 2000s saw significant global interest in the right of indigenous peoples. In New Zealand, Māori people had secured more historic rights than Aboriginal and Torres Strait Islanders, yet problems linked to poverty within the Māori population remained significant throughout the 1990s. The 1994 movie *Once Were Warriors* highlighted the degrading influence of alcohol and violence on poor Māori families. Government efforts saw some gains made, particularly with regard to cultural reconciliation and politics. A Māori Party was formed in 2004 and won five seats at the 2005 election. Māori television began broadcasting in Te Reo (the language of the Māori people) in 2004.

In Canada, formal recognition of First Nations, Inuit and Métis peoples was marked by a Statement of Reconciliation in 1998. In 2008, the Canadian Government established the Truth and Reconciliation Commission to investigate the impacts and consequences of the Indian Residential Schools on Indigenous Canadian children during the twentieth century. These schools had been established to assimilate indigenous children into Euro-Canadian culture.

The United Nations declared 2007 the International Year of Indigenous People. By 2010, most governments around the world had endorsed the United Nations Declaration on the Rights of Indigenous Peoples.

Source 8 Kevin Rudd giving the apology to the Stolen Generations

The apology to the Stolen Generations

In his first week in parliament in 2008, the new prime minister, Kevin Rudd, apologised to Aboriginal and Torres Strait Islander peoples for poor or unwise treatment from the time of European settlement through to recent years. No offer of compensation was made, but the nation recognised that Aboriginal and Torres Strait Islander peoples had been wronged. This had been one of Rudd's key election promises, and a moment that many people had been waiting for. Brendan Nelson, the Leader of the Opposition, affirmed Rudd's sentiment.

Parliament was packed as the apology was made, and many people gathered in public spaces, schools and offices all over the country to view the live telecast of the speeches.

Source 9

We apologise especially for the removal of Aboriginal and Torres Strait Islander children from their families, their communities and their country.

For the pain, suffering and hurt of these Stolen Generations, their descendants and for their families left behind, we say sorry.

To the mothers and the fathers, the brothers and the sisters, for the breaking up of families and communities, we say sorry.

And for the indignity and degradation thus inflicted on a proud people and a proud culture, we say sorry.

Extract from Kevin Rudd's apology to the Stolen Generations, 13 February 2008

Analyse this!
Kevin Rudd's apology to the Stolen Generations

These were words that many Aboriginal and Torres Strait Islander Australians had died without ever hearing. It was a turning point in our national history, and brought Australia into line with other Commonwealth countries.

Many prominent Aboriginal rights leaders were in parliament, including Pat Dodson, who is sometimes described as the father of the reconciliation movement. Media coverage of the apology continued for many days, with the word 'sorry' featuring prominently on all major newspapers the following day. Opinion polls showed that a significant number of Australians rated Rudd's apology as 'good', 'great' or 'excellent'.

As part of the apology, Rudd made a promise 'to close the gap between Indigenous and non-Indigenous Australians on life expectancy, educational achievement and employment opportunities'. Each year the prime minister must release a *Closing the Gap* report on the progress that has been made.

The major criticism of the apology was the ambiguity over compensation. Many in the community still regarded this as a major challenge that the government would have to meet.

It was noted by Aboriginal leaders that although an official apology was an important step, its symbolism was meaningless unless it was immediately accompanied by practical measures to remove Aboriginal and Torres Strait Islander disadvantage. They argued that such measures were necessary for Aboriginal people to be in a position where they are on an equal footing with other Australians. Only once health, education and job opportunities are similar to those of non-Indigenous Australians will it be possible to feel that a true reconciliation has come about and that Aboriginal and Torres Strait Islander peoples have been recognised fully.

Source 10 Public support at the time of the apology was high – the word 'sorry' appeared everywhere.

A sense of urgency

The path to reconciliation is a long one. It requires much effort to deal with the continuing misery, poverty, poor physical and mental health, low life expectancy, and general social and political marginalisation of Australia's Aboriginal and Torres Strait Islander peoples.

Source 11 Life expectancy in Australia

	Aboriginal and Torres Strait Islander	Non-Indigenous
Male life expectancy (in years)	71.6	80.2
Female life expectancy (in years)	75.6	83.4

Source: Australian Institute of Health and Welfare (2019)

Unfortunately, the apology to the Stolen Generations and the *Mabo* victory (see page 359) were not accompanied by improvements in social outcomes for Aboriginal and Torres Strait Islander peoples. In fact, there has been significant worsening of social wellbeing in many communities. Disadvantage is particularly concentrated in rural Aboriginal communities around Australia.

I used to think, now I think

Reflect on your learning about Aboriginal and Torres Strait Islander peoples and their fight for rights, and complete the following sentences:

- I used to think …
- Now I think …

What has changed in your understanding?

This was certainly not expected by Aboriginal leaders who fought for improved rights from the 1960s onwards. In *The Politics of Suffering* (2009), anthropologist Peter Sutton chronicles how well-intentioned Aboriginal Affairs policies in Australia from the 1970s – including improved services and welfare – inadvertently resulted in increased child abuse, domestic violence, and drug and alcohol use. Sutton's message has been difficult to comprehend by politicians and non-Indigenous Australians. How could self-determination, the opposite of the enforced assimilation of generations past, not deliver significant improvements?

Obviously the answers to this question are complicated. Fundamentally, while the policies offered some funding and other resources to Aboriginal communities, they did not provide lasting employment, effective education, and adequate policing or regulations against the sale of alcohol – the cause of many of the problems. The issue of alcohol is a particularly complex one, tied in with the marked social and economic disadvantage and trauma that extends across generations.

Little Children are Sacred report

In 2007, the Northern Territory Government's *Little Children are Sacred* report was released. This was the report of a board of inquiry into the Protection of Aboriginal Children from Sexual Abuse. It highlighted the extent of Aboriginal and Torres Strait Islander disadvantage, particularly among children.

The Howard government quickly took action. The result was the Northern Territory National Emergency Response (NTER) in 2007, also known as 'the Intervention'. This policy package included restrictions on welfare payments to ensure that money was spent on food and other necessities rather than alcohol; immediate bans on the sale of alcohol and hard-core pornography in many Aboriginal townships; medical checks for evidence of sexual abuse; and additional police assigned to investigate claims of sexual abuse of children.

Sequence this!
Reconciliation events

While some people in the community expressed concern about the 'heavy-handed' nature of the NTER, both sides of parliament and many Aboriginal leaders ultimately supported it.

Source 12 An Aboriginal woman and child at a camp in Alice Springs, Northern Territory, 2007

Noel Pearson, a Guggu Yalanji man and founder of the Cape York Land Council, was one of the first to give 'qualified' support for the NTER, and had already argued for a decade that so-called 'progressive' policies were failing young Aboriginal people. Pearson's 'Light on the hill' speech, delivered in 2000 to an Australian Labor Party audience, included a frank and honest assessment of the difference between white and black Australia.

The NTER was not, however, supported by all Aboriginal leaders. Some raised concerns that it would be a return to the **paternalism** of old and that it represented an infringement of the human rights of Aboriginal people – the federal government had to suspend the *Racial Discrimination Act 1975* (Cth) in order to implement the NTER, as the laws relating to welfare restrictions and the possession of alcohol applied only to Aboriginal people.

Source 13 Protesters in Alice Springs march against the NTER.

Closing the gap?

Supporters and critics alike closely observed the progress of the NTER. In 2010, Mal Brough – the Coalition minister originally responsible for the NTER – complained that bureaucracy and poor leadership had held up key work. Data released by the government that year, in a *Closing the Gap* report, showed that reports of child sex abuse, alcohol-related violence and assault had increased in the three years since the NTER began. This brought into question the success of the NTER.

In the following *Closing the Gap* report (2011), law and order data was replaced by details of government investments and achievements in areas such as health, education and land rights. Many of these achievements are to be celebrated, but do they collectively amount to overall improvements for Aboriginal and Torres Strait Islander peoples in Australia?

Source 14 Noel Pearson (left) with Mal Brough, the Coalition minister responsible for the NTER

paternalism
controlling people in a paternal ('fatherly') manner, especially by deciding their needs without allowing them rights or responsibilities

11.13 CHECK YOUR LEARNING

Review and understand

1 **Identify** when most governments around the world endorsed the United Nations Declaration on the Rights of Indigenous Peoples.

Apply and analyse

2 **Examine** the data in Source 11. What do you think are some of the reasons that would account for such a difference in life expectancy?

3 'Do you think that we should try to record and teach all sides of our history, or only the parts we are proud of?' Write a short paragraph that responds to this question, using evidence from this topic to **justify** your response.

Evaluate and create

4 **Research** the lyrics of 'Beds Are Burning', the song performed by Midnight Oil at the 2000 Sydney Olympics. Analyse the message of this song and suggest why it upset John Howard.

5 Conduct some **research** to explain why Pat Dodson is considered to be the father of the reconciliation movement.

6 **Evaluate** whether the 2000 Sydney Olympics was a significant landmark on the path to reconciliation. Provide evidence to support your view.

7 **Create** a closing ceremony for an Olympics held in Australia this year that shows the world the state of reconciliation in Australia.

11C RICH TASK

The Yirrkala bark petitions

In the late 1950s, the Australian Government removed more than 300 square kilometres of land from the Arnhem Land Aboriginal Reserve in the Northern Territory so that the mining company Gominco could extract bauxite.

Quizlet
Revise the key terms you have learnt so far.

Requesting an inquiry and asserting their ownership of land, the Yolngu people of Yirrkala created petitions framed by painted bark to demand that Yolngu rights be recognised. The petitions contained a typed document written in two Yolngu languages and translated into English, surrounded by designs of all that was threatened by the mining. They were signed by 12 leaders from the Yolngu community and were submitted to the Australian Parliament in August 1963.

The Yirrkala bark petitions were the first traditional documents prepared by Aboriginal Australians that were recognised by the Australian Parliament, and are therefore the first documentary recognition of Aboriginal people in Australian law.

Politicians presented the two petitions to the House of Representatives on 14 and 28 August 1963. A parliamentary committee of inquiry acknowledged the rights of the Yolngu set out in the petitions. On 29 October 1963 it recommended to parliament that compensation for loss of livelihood be paid, that sacred sites be protected and that an ongoing parliamentary committee monitor the mining project. Despite this, mining did go ahead near Yirrkala, and by 1968 a massive bauxite refinery had been built at Gove, 20 kilometres to the north. Appeals to both parliament and the courts were rejected.

The petitions, however, led to wider awareness of the problems of Aboriginal and Torres Strait Islander people throughout Australia, and set off a debate that would eventually lead to the *Aboriginal Land Rights Act* in 1976 and, in 1992, to the High Court's *Mabo* decision. The petitions also paved the way for the 1967 referendum.

There have been a number of other bark petitions created by Aboriginal and Torres Strait Islander Australians since the Yirrkala bark petitions of 1963, and all have contributed to a gradual but steady change in the Australian view of the significance of traditional culture and law. In July 2008, for example, Galarrwuy Yunupingu, the son of one of the painters and signatories of the 1963 petition, presented Prime Minister Kevin Rudd with another petition by various Yirrkala artists, requesting 'full recognition of Indigenous rights in the Australian Constitution'.

Source 15 The Yirrkala bark petitions were made by the Yolngu people to protest against mining on traditional land (Yirrkala artists, Dhuwa moiety: Museum of Australia).

KEY SKILL
Asking questions & conducting research

Generating questions

One of the first and most important steps in conducting a historical inquiry or research is to generate or pose key questions. The questions that you generate will frame or direct the research that you then undertake. Follow these steps to generate questions:

Step 1 Generate one broad, overarching question for your inquiry or research; for example: 'What was the historical significance of the Yirrkala bark petitions in terms of past and present efforts to secure civil rights for Aboriginal and Torres Strait Islander Australians?'

After that, you need to generate more specific questions that are related to your overall inquiry or research question. You will need to generate a mixture of:

- closed or simple questions; for example, '*When* did event X occur?'
- open or probing questions; for example, '*Why* did event X occur?'
- questions that relate to the process of historical inquiry or research; for example, '*What* evidence is there?' '*What* other sources might be needed?'

Step 2 The next step is to think about what you already know about the topic. Use this knowledge as a springboard for questions that will help you understand the topic in more depth.

- Using a table similar to the one in Source 16, brainstorm all the things you know in bullet-point form in the first column.
- In the second column, use each dot point from the first column to generate related questions that will help to deepen or build your understanding. Remember to include a mix of the three question types described in step 1.

For more information on this key skill, refer to page 227 of 'The history toolkit'.

Source 16

Overarching question:	
What I already know	**Questions to help deepen or build my understanding**
Point 1	Questions related to point 1
Point 2	Questions related to point 2

Practise the skill

1 Use the process described above to generate a range of questions related to the following overarching historical question: 'What was the historical significance of the Yirrkala bark petitions in terms of past and present efforts to secure civil rights of Aboriginal and Torres Strait Islander Australians?'

a **Create** a table like the one in Source 16. Identify what you already know as a result of reading the information in this rich task. List these ideas in bullet points in the first column.

b In the second column, use each dot point from the first column to generate related questions that will help to deepen or build your understanding. The first one has been done for you: see Source 17.

Source 17

Overarching question: What was the historical significance of the Yirrkala bark petitions in terms of past and present efforts to secure civil rights of Aboriginal and Torres Strait Islander Australians?	
What I already know	**Questions to help deepen or build my understanding**
• The Yirrkala bark petitions were created by the Yolngu people to protest against the Australian Government's decision to allow part of Arnhem Land to be mined.	• Who were the signatories to the petitions? (closed or simple question) • Why did they decide to respond to the government's decision in this way? (open or probing question) • What was written and drawn on the petitions and what evidence does this provide about Aboriginal and Torres Strait Islander perspectives on native title? (question related to the process of historical inquiry or research)

Extend your understanding

1 In July 2013, when Australia celebrated the 50th anniversary of the petitions, Prime Minister Kevin Rudd compared them with the 1215 Magna Carta, one of the founding documents of the British legal system:

> These bark petitions are the Magna Carta for the Indigenous peoples of this land. Both [are] an assertion of rights against the crown and both therefore profound symbols of justice for all peoples everywhere.

a **Research** the Magna Carta and its significance to the British legal system.

b Write a short report **comparing** the nature, impact and overall historical significance of the Magna Carta and the Yirrkala bark petitions.

11 CHAPTER REVIEW

Review questions

11A How have Aboriginal and Torres Strait Islander peoples in Australia struggled for rights and freedoms?

1 **Outline** why British explorers considered Australia to be *Terra Nullius*. (2 marks)

2 **Discuss** some of the ways in which Aboriginal and Torres Strait Islander peoples have been discriminated against since British colonisation in 1788. (8 marks)

(Total: 10 marks)

11B How have Black Americans and Aboriginal and Torres Strait Islander peoples in Australia achieved change?

1 **Define** 'native title'. (1 mark)

2 **Summarise** two ways that Black Americans used passive resistance in their fight for rights. (4 marks)

3 **Analyse** how the civil rights movement in Australia was influenced by the one in the United States. Remember, when you analyse something you must break it down into smaller parts and explain how they relate to each other. (5 marks)

(Total: 10 marks)

11C How do activists continue the struggle for civil rights and freedoms?

1 'The reconciliation movement has been successful in changing the lives of Aboriginal and Torres Strait Islander peoples.' **To what extent** do you agree with this? A lot (strongly), a little bit (somewhat) or not at all? Use evidence to support your response. (10 marks)

(Total: 10 marks)

Review activity

Read the text, and then answer the questions that follow.

Land rights battle in 2020

In 2014 an archaeological report revealed that caves in the Juukan Gorge in Pilbara, Western Australia, were of 'high archaeological significance' after several unique artefacts were discovered, including:

- a belt made of human hair dating back 4000 years.
- a sharpened kangaroo bone dating back 28 000 years (the oldest examples of bone technology found in Australia)
- grinding and pounding stones (believed to be the earliest use of grindstone technology in Western Australia)
- evidence of continuous human habitation since the last Ice Age.

Archaeologist Dr Michael Slack stated that:

> … this site was something special. It was a massive cave, it had such a rich cultural deposit, such an old occupation. And so significant in that respect that it's one of those sites you only excavate once or twice in your career.

On 28 May 2020, mining company Rio Tinto destroyed this 46 000-year-old Aboriginal site to expand an iron ore mine. Rio Tinto was aware of the existence of the site after receiving the archaeological report and sponsoring a documentary about the site's significance. Rio Tinto's actions were entirely legal as it was abiding by Western Australia's *Aboriginal Heritage Act 1972*. Section 17 of this Act makes it illegal to excavate, destroy, damage, conceal or in any way alter any Aboriginal site without ministerial consent; however, Rio Tinto had received such consent in 2013. Traditional owners do not have the right to appeal the decision and they were not consulted.

Rio Tinto's actions made international headlines. Rio Tinto released an apology statement, promising not to repeat its actions, and several senior figures at the company – including the CEO – resigned over the incident. A parliamentary inquiry was also established, entitled 'Never Again', which highlighted the failings of Rio Tinto, the Western Australian Government, the Australian Government and native title law.

1. **Explain** what made the Juukan Gorge so culturally significant. (3 marks)
2. **Explain** why Rio Tinto's actions were legal. (3 marks)
3. **Explain** why this event made international headlines and sparked protests. (3 marks)
4. The destruction of this cultural site highlighted a continuing lack of respect from the Western Australian and Australian governments with regard to Aboriginal land rights. **Compare** the destruction of the Juukan Gorge to another land rights battle discussed in this chapter. (5 marks)
5. **Propose** (put forward) what needs to change in order for events like this to never occur again. (6 marks)

(Total: 20 marks)

Source 18 A Jim Pavlidis cartoon in *The Age* commenting on the sacred landmark destruction by Rio Tinto

Source 19 People protesting the destruction of Aboriginal sacred sites, 2020

Check your Student obook pro for these digital resources and more:

- **Student book questions** Chapter 11
- **Key skill worksheet** Communicating & reflecting: Chapter 11
- **Quizlet** Play a game of Quizlet on Rights and freedoms.
- **Chapter review quiz** Chapter 11

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CHAPTER 12

Introduction to the globalising world

Since the end of World War II in 1945, the world has changed immensely. Advances in technology, travel, communication and medicine have had a profound effect on the modern world. Many changes have revolutionised our daily lives. Appliances have replaced back-breaking work in the home, smartphones let us communicate with people all over the world, and aeroplanes make international travel faster and more comfortable. More than ever before, the nearly 8 billion human beings on Earth are part of a single global community.

All of these changes, however, come at a cost. The rapid increase in world population and unprecedented growth in the consumption of resources have put our planet under serious strain. In this unit, you will learn about one of the many aspects of our globalising world in more detail.

Source 1 Once one of the world's busiest airports, Hong Kong Airport was deserted in 2020 due to the COVID-19 pandemic. The reach of COVID-19 and the speed at which it spread were effects of living in a connected, globalised world.

12A

How have changes in technology influenced the globalising world?

12B

How have changes in health and population influenced the globalising world?

12C

How have conflicts influenced the world since 1945?

The globalising world (1945–the present)

This unit offers a choice of four topics:

- Popular culture
- The environment movement
- Migration experiences
- Political crisis: The Vietnam War.

You must choose *at least one* of these topics for study.

12.1 Changes in technology since 1945

In this topic, you will:

» outline key technological developments since 1945.

The twentieth century was a time of extraordinary technological change and innovation. The first half of the century saw the first powered aeroplane flight, the expansion of industrialisation and mechanisation, the invention of penicillin and advances in theoretical physics that laid the groundwork for what became known as the 'nuclear age', which began after the first atomic bomb was detonated. By the second half of the century, people had orbited the Earth and walked on the moon, developed new treatments for many medical conditions, eradicated diseases such as smallpox, and witnessed the birth of the internet.

Technology in the home

Some of the technological innovations that had the most immediate impacts during the twentieth century were designed for the home. From the 1920s, the growing availability of electricity in ordinary homes allowed people to change traditional housekeeping routines. Electric ovens and hot water services freed people from the need to burn wood and clean chimneys. Vacuum cleaners meant that rugs and carpets no longer had to be taken up and beaten by hand to remove dust (see Source 1).

Source 1 An advertisement from the 1940s for Hoover vacuum cleaners

By the 1950s, a wide range of appliances and whitegoods were available. Electric kettles, toasters and mixers transformed the kitchen, but the invention of the washing machine and the electric refrigerator were arguably the most important of the time. Before the washing machine, laundry was commonly washed by hand using a copper boiler, soap and a washboard. After that, it was wrung out in a hand-wringer and hung out to dry. The first washing machines had no spin or rinse cycles, but still represented enormous savings in time and effort.

Various methods of refrigeration existed prior to 1950, but these were far less effective than the type of refrigerators we are used to today. Before the 1950s, food could be stored in a Coolgardie safe, where it was kept cool by the evaporation of water from a gauze covering. Alternatively it could be stored in an ice chest, but this method relied on a daily delivery of a slab of ice from the local ice-works. The invention of the electric refrigerator allowed people to store food for much longer periods than ever before. This changed their shopping and eating habits.

Later, electric refrigerators were followed by electric freezers and microwaves that once again revolutionised food preparation in the home.

Source 2 Television revolutionised home entertainment for families in Australia from the 1950s onwards.

Home entertainment

Entertainment was transformed by the invention of radio and television. The first radio station to go to air in Australia was 2SB in Sydney, in November 1923. Others quickly followed. Radio became increasingly popular from the 1920s to the 1940s, as the technology improved. Radios became smaller and more portable, and more stations and types of shows were offered.

Television arrived in Australia in 1956. At first, it was offered in black and white only, but by 1975, colour television had become available. In the 1980s the video cassette recorder (VCR) arrived, allowing people to record television shows to watch at their leisure. Together, these technologies provided much greater opportunities for people to entertain themselves at home.

Travel and trade

Just a century ago, the world was a much less mobile place than it is today. Horse-drawn transport was still in use in Australia at the start of the twentieth century, international travel and trade were only possible by sea, and most Australians spent their holidays much closer to home.

Road travel

In the postwar period, the motor car became much more affordable and more common. The first traffic lights in Australia were installed in Melbourne in 1928 and the first Australian-produced car, the Holden FX, went on sale in 1948 (see Source 3). Roads were sealed to reduce dust from the ever-growing volume of traffic, and highways expanded to connect cities and towns all over the country. By 2020, car registrations exceeded 19.8 million. However, while the growth of car ownership has meant greater freedom for many people and a boom to the tourism industry since World War II, many people are now questioning its broader impacts, including pollution and greater congestion in cities.

Source 3 The Holden FX, the first Australian-produced car, went on sale in 1948.

Source 4 In 1922, Alexander Kennedy, an 84-year-old cattleman, was the first paying passenger on Qantas.

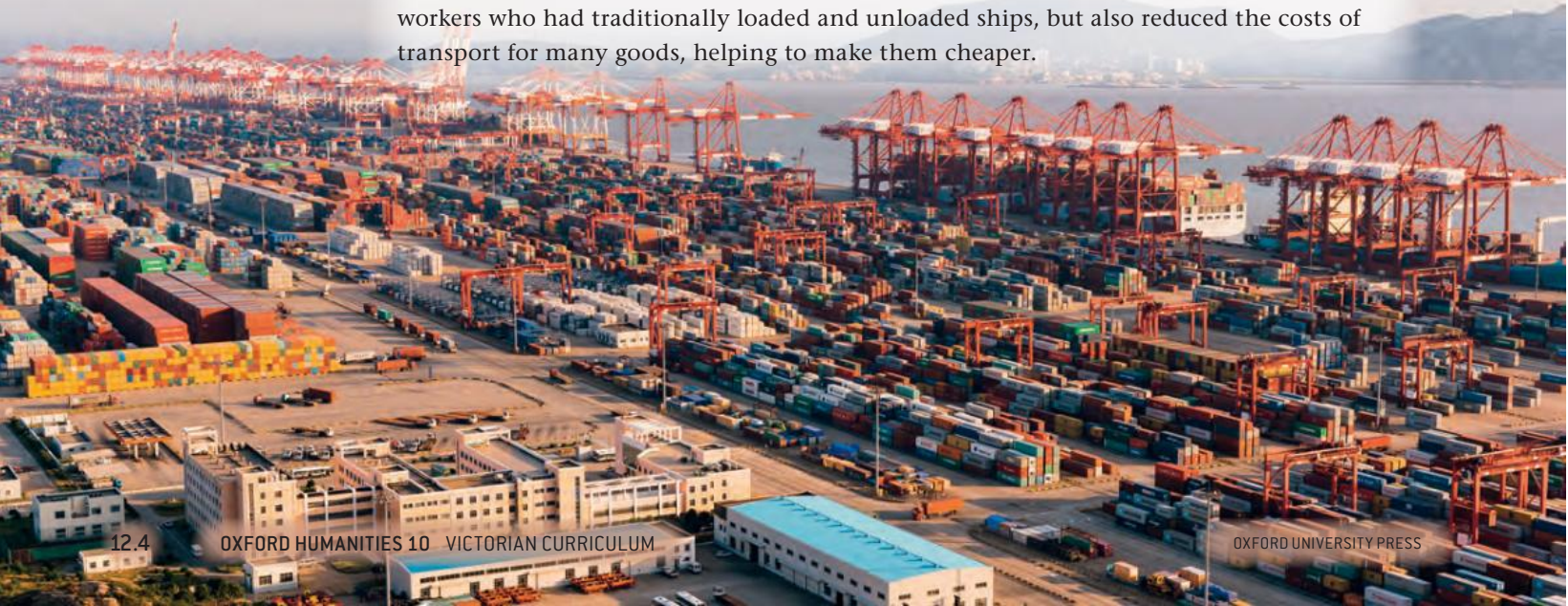
Source 5 Today, Qantas is Australia's biggest airline. Pictured is a Qantas Boeing 747.

Air travel

Passenger aviation arrived in Australia in the 1920s (see Source 4). Qantas was established in 1921, and by the 1950s other commercial airlines were operating domestically, including Trans Australian Airlines (TAA) and Australian National Airways (ANA). Up until the first jet aeroplane arrived in Australia, aeroplanes were propeller-driven. The so-called 'jet age' began in 1959 with the arrival of Qantas's first Boeing 707 and expanded during the 1970s. The arrival of the Boeing 747 (see Source 5) allowed larger planes to travel longer distances. Prices became more affordable, and both domestic and international travel by air came within the reach of many Australians.

Trade

Even the nature of shipping has changed dramatically during the postwar period. Ships became far larger and more powerful, allowing for the bulk transport of vast quantities of resources. Containerisation of freight developed after World War II, allowing goods to be shipped all over the world in standard-sized metal containers. These containers can be loaded and unloaded from ships using heavy machinery, and can be easily transferred to trains or trucks for rail or road transport. Containerisation led to the loss of jobs for dock workers who had traditionally loaded and unloaded ships, but also reduced the costs of transport for many goods, helping to make them cheaper.



Source 6 The Port of Shanghai in China has been the world's busiest container port since 2010. Each year, over 700 million tonnes of cargo are usually processed through the port and shipped all around the world.

Communications

The way that Australians communicate with each other and the world has transformed entirely since 1900. At the start of that century, Australians often had to wait for significant lengths of time to receive news from overseas relatives and interstate friends. Mail was the main form of communication, and was transported by ship from overseas or by rail within the country. However, as aviation technology improved, postal services began to use airmail.

The other main method of sending messages was sending telegrams, by telegraph. Although instantaneous, a telegram still had to be delivered by a messenger to the recipient. Furthermore, messages tended to be short, as the technology was expensive.

Several advances contributed to a gradual reduction of Australian isolation. A telegraph line was connected to Britain by 1927, allowing instantaneous overseas news. Cinema newsreels also became more common. Though these had to travel in the same way as letters, people were now able to see what was happening elsewhere. Radio station broadcasts began in 1923 and, by the middle of the century, telephone use became widespread, with direct long-distance (or subscriber trunk dialling, known as STD) and overseas telephone services becoming available in the 1970s.

Source 7 Early mobile phones

Then, in the last part of the twentieth century, another communications revolution began with the invention of the microchip. Mobile phones, computers and the internet changed personal correspondence and the way people conducted business. The number of emails and SMS messages sent around the world now far outnumber traditional letters. In addition, households are now shifting away from fixed lines ('landlines') in favour of mobile telephone and wireless internet services. Satellite communication allows the transfer of data, voice and images instantaneously around the globe. Together, these technologies have allowed people from all over the world to communicate and carry out a range of tasks in real time – something that could never have been imagined at the end of World War II.

Quiz me!
A quick quiz on changes in technology since 1945

12.1 CHECK YOUR LEARNING

Review and understand

1 **Outline** some of the key developments in household technology that occurred in the first half of the twentieth century.

2 a In your own words, **define** the term 'containerisation.'

b **Explain** the impact that the introduction of containerisation had on society.

Apply and analyse

3 Of the inventions discussed in this unit, select two that you believe are the most significant. **Justify** (give reasons for) your decisions.

4 **Analyse** the significance of air travel. How significant was it in creating the globalised world we live in today?

Evaluate and create

5 **Discuss** one serious problem raised by technology. Why is it a problem and how do you think it could be best addressed?

6 Write a letter to an Australian person living in 1950s Australia explaining how important technology is to your daily life. Remember, it is likely that the recipient of your letter could have never imaged the types of technology that we have access to today.

12.2 Changes in health and population since 1945

In this topic, you will:

» identify and describe changes in health and population since 1945.

World population

At the end of World War II in 1945, the world's population stood at approximately 2.2 billion people and Australia had a population of around 7 million. Just 75 years later, the world's population is nearly 8 billion and Australia's population has more than tripled to over 25 million. Based on current trends, experts believe that world population will reach 9 billion by 2050.

World population has increased so rapidly for many reasons. Advances in agricultural production (leading to better food supply), better sanitation, and improvements in health and medicine have all played a role. **Life expectancy** has also increased in many parts of the world, meaning that many people (particularly in the developed world) are living longer than ever before.

life expectancy
a statistical measure of the average number of years a person in an area of population can expect to live from the year in which they were born

While it is possible to regard the growth of human population as a reflection of human success, concerns have also been expressed in recent years that a large human population, coupled with increasing consumption of natural resources, is putting the natural environment at risk.

Changes in life expectancy across the globe

Australia has one of the highest life expectancies in the world. A non-Indigenous Australian boy born between 2015 and 2017 can expect to live for 80.5 years, and a girl for 84.6 years. However, life expectancy is not as high for Aboriginal and Torres Strait Islander people. The Australian Institute of Health and Welfare estimated in 2020 that an Aboriginal or Torres Strait Islander person born in the same period has a life expectancy of 71.6 years (males) and 75.6 years (females). The causes for this include poverty and poor health, both of which link directly to the history of land dispossession and oppression that Aboriginal and Torres Strait Islander peoples have experienced since Australia was colonised in 1788.

United Nations
an international organisation established at the end of World War II to increase political and economic cooperation among its member countries, to promote peace and to prevent the future outbreak of armed conflicts around the world

By contrast, the **United Nations** estimates that people living in the Central African Republic have the lowest life expectancy in the world. There, on average, men only live to the age of 52.8 and women to the age of 55.5.

Source 1 The capital of Japan, Tokyo, has a population of around 38 million people, and has grown from around 9 million people since the end of World War II. It is the most populated city on Earth. Improvements in health, sanitation and agricultural production have all contributed to its growth.

Measures of life expectancy are not static, and many areas of the world have seen dramatic increases since the end of World War II. For example, life expectancy rates in developing countries such as China and Brazil have risen substantially over the past 65 years – almost doubling by some estimates. Sadly, life expectancy has also decreased in some places. The HIV/AIDS pandemic has been devastating for Sub-Saharan Africa (see Source 2). Botswana, Zimbabwe and South Africa all saw life expectancy drop significantly from the late 1980s, as infection rates soared. By 2006, life expectancy in Zimbabwe was only around 44 years for men and 43 years for women, although this has now increased to 61.6 (males) and 62.9 (females)

Source 2 A child suffering from HIV in Africa. The spread of HIV/AIDS in Sub-Saharan Africa has dramatically affected the life expectancy of people living there.

Improvements in public health and standards of living

In 1967, the World Health Organization declared its intention to eradicate smallpox, a disease that killed up to a third of all sufferers and disfigured many survivors. Through a vaccination program the target was achieved, with the last case of smallpox recorded in 1977. Other diseases, although not eradicated, have been dramatically curbed through widespread vaccination. Polio and measles are two examples, with polio cases in the developed world reduced by 99 per cent.

In spite of these examples, many of the advances in public health have been due to simple factors such as improved sanitation, better urban planning and better nutrition. From the 1950s, the **Green Revolution** vastly increased the food output of farms in all continents except Africa, leading to improved nutrition and food supply. The Green Revolution involved a combination of methods such as:

- increased mechanisation (for example, the use of tractors and irrigation pumps)
- the development of new, higher-yield crops
- the invention of new fertilisers and pesticides.

World trade also intensified in the years after World War II, aided by improved communications and transport systems. By the end of the twentieth century, the world had entered the era of **globalisation**, meaning that goods are now being traded more freely across many parts of the world. Commerce and banking have also become globally integrated, as the 2008 Global Financial Crisis (in which losses by banks in the United States led to worldwide shortages of financial credit) demonstrated.

Many people believe that increased global trade has led to higher standards of living. Advocates of globalisation argue that poorer countries are able to sell their goods to a much greater market than before, and that people in the developing world have access to more jobs. However, critics point out that globalisation does not necessarily mean that any new wealth created will be shared. For Australia, globalisation has seen an increase in exports of mineral resources to overseas markets, but it has also brought with it the collapse of some manufacturing industries, as companies have looked to source the skills of cheaper workers in other countries.

Green Revolution
a period of research, development and alteration of agricultural techniques that took place between the 1940s and 1960s, most markedly in the developing world, which saw increased global agricultural production

globalisation
the increasing interconnections between countries all around the world, particularly economic, political, trade and cultural exchanges

Environmental pressures

The twentieth century has seen continued urbanisation and industrialisation. As a result, more and more people are now engaged in the production of goods and services, rather than the production of food. Urban populations drain energy resources, and create large amounts of waste and pollution. Industry, previously concentrated in Western countries, has become more global since the end of World War II, due to the growth of industries in Germany, Japan and South Korea, and more recently in China and India.

These trends have had serious ecological implications and, over time, the public concern for the environment has increased greatly. By the end of the twentieth century, there were clear differences between those who saw the planet as a resource to be exploited, and those who saw it as a unique biological system to be preserved. Development and conservation frequently clashed, as a range of issues and campaigns made the environment movement a critical part of historical change.

The second half of the twentieth century saw the emergence of environmental thinking. A major development in environmental thinking was the Gaia hypothesis. This proposed that life on Earth was interconnected and formed a self-contained system that allowed life to flourish – in other words, the Earth is a single, interdependent system. The idea of **sustainability** has also become increasingly important during the twentieth century. It requires human beings to take a long-term view when it comes to the use of resources. It also requires the exploitation of natural resources to be measured and managed, so they are safeguarded for future generations.

sustainability
a concept that relates to the ongoing capacity of the Earth to maintain all life

In the postwar period, environmental movements developed in response to the belief that governments were not dealing with environmental threats appropriately. Individuals formed activist groups to focus attention on issues at a range of scales – local, regional, national, international and global. International non-government organisations such as Greenpeace have brought a range of environmental issues to the world's attention, from nuclear testing in the Pacific to whaling in the Southern Ocean. Local conservation groups in Australia have fought to protect endangered species and the natural environment against development.

See, think, wonder *

Look at Source 3.
- What do you see?
- What do you think?
- What do you wonder?

Source 3 The Gulf of Mexico oil spill in 2010 is one of the most significant environmental disasters ever recorded. The oil platform operated by BP gushed crude oil for 87 days before it could be capped. During this time, it released around 800 million litres of crude oil into the Gulf of Mexico, devastating animal and plant populations and destroying many local businesses.

Green politics has gradually made an impact on the international political scene, and Green parties now participate at various levels of government in many countries. The environment is increasingly becoming a global issue, as world governments recognise the need for coordinated efforts against threats such as **climate change**. The Kyoto Protocol, signed by Australia in 2007, is an international commitment to reduce **greenhouse gas** emissions in an attempt to limit the potentially devastating effects of global warming.

climate change
a change in global or regional climate patterns; in particular, a change apparent from the mid to late twentieth century onwards and attributed largely to the increased levels of atmospheric carbon dioxide produced by the use of fossil fuels

greenhouse gas
a gas, such as carbon dioxide, that absorbs radiation from the sun's rays, trapping heat in the Earth's atmosphere

Source 4 Concerned students in Melbourne gather in protest for the School Strike for Climate, 2019. The movement was started by Swedish activist Greta Thunberg.

Quiz me!
A quick quiz on changes in health and population since 1945

12.2 CHECK YOUR LEARNING

Review and understand

1. **Outline** three reasons for the rapid growth in world population since 1945.
2. **Identify** the disease that was eradicated by 1977.
3. In your own words, **describe** the Gaia hypothesis.

Evaluate and create

4. Visit the website of the Australian Conservation Foundation.
   - **a** What environmental issues does this organisation see as currently important to Australia's future?
   - **b** What actions has it taken, is it taking, or does it intend to take, in order to address these concerns?

12.3 Australia's role in global conflicts since 1945

In this topic, you will:

» outline Australia's role in global conflicts since 1945.

The involvement of Australian troops in Europe and the Pacific during World War II – together with events such as the fall of Singapore and the bombing of Darwin by the Japanese – encouraged Australians to think more closely about issues of national security in the postwar world. In order to protect Australia from future attacks, Prime Minister Robert Menzies (who was in office from 1949 to 1966) set out to build stronger relationships with our neighbours in the Asia region and to ally Australia more closely with the United States.

Communism in Asia and the domino theory

communist
a supporter or follower of communism, a way of organising a society in which the means of production are publicly owned (by the state)

In 1949, after years of civil war, Mao Zedong became the **communist** leader of the People's Republic of China. This was the first powerful communist revolution to take place in Asia. Many people in Australia feared that a communist government in China would have an influence on other countries in the region. As a result, Australia's key foreign policy objective at this time was to increase national security and stop the spread of communism in Asia by joining regional treaty organisations.

In 1951, a treaty – known as the ANZUS Treaty – was signed by Australia, New Zealand and the United States. This was a military alliance that committed the three nations to assisting each other in terms of defence. In September 1954, another alliance – known as the Southeast Asia Treaty Organization (SEATO) – was formed between the United States, Britain, France, Australia, New Zealand, Pakistan, Thailand and the Philippines. The members of SEATO were all anti-communist countries. Like ANZUS, SEATO was essentially a **Cold War** pact designed to limit or stop the spread of communism around the world. At this time, many leaders in the Western world believed that if one country fell to communism, neighbouring countries would follow. This became known as the **domino theory**.

Cold War
the state of political conflict and hostility that existed between the Soviet Union (and its allies) and the United States (and its allies) from 1945 to 1990

domino theory
the theory put forward by US President Dwight D. Eisenhower that if one nation in South-East Asia adopted communism, others would follow – just like a row of dominoes topple once the first one is pushed over

The Australian Government's belief in the domino theory encouraged it to support Britain and the United States in a number of conflicts across South-East Asia in the 1950s and 1960s, especially when communist rebels were attempting to seize power. The most significant of these were Australia's involvement in the Korean War and the Vietnam War.

The Korean War

When Japan surrendered at the end of World War II, the area of land it controlled on the Korean peninsula was divided into two halves – North Korea and South Korea. North Korea was occupied by the Soviet Union, and South Korea was occupied by US-led United Nations (UN) forces.

In June 1950, the leader of the Soviet Union, Joseph Stalin, encouraged the leader of North Korea, Kim Il-Sung, to invade South Korea. US President Harry S. Truman immediately called on the UN to take action. The UN ordered the North Korean army to retreat, but they refused. In response, the UN sponsored a military intervention that was led by US troops under the command of General Douglas MacArthur.

Source 1 Australian troops in the Korean War, *c*. 1951

Australian Prime Minister Robert Menzies, who was strongly anti-communist, believed that if communism was not stopped in Asia, it would eventually spread to Australia. Thousands of Australians enlisted and volunteered to fight in Korea (see Source 1).

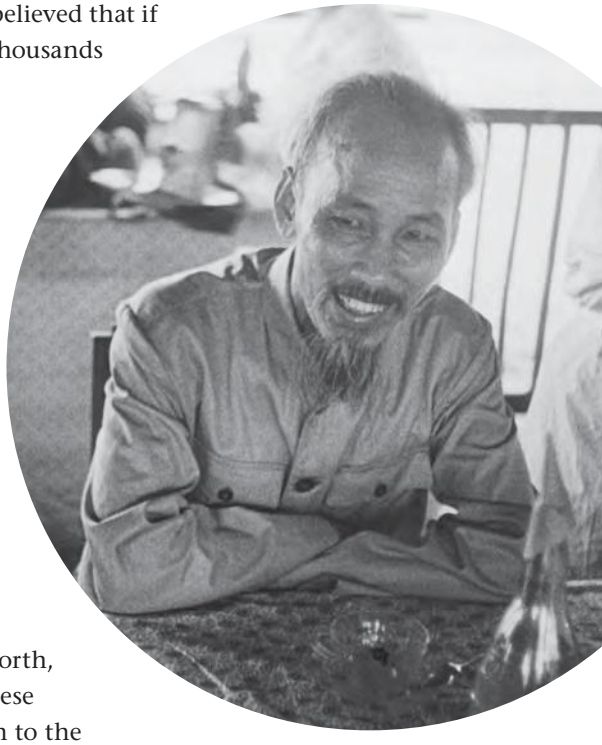
The fighting eventually ended with a negotiated ceasefire on 27 July 1953, which left Korea a divided country, just as it had been before the Korean War broke out. It remains this way today.

The Vietnam War

Since the mid-nineteenth century, a large section of Indochina (including modern-day Vietnam, Laos and Cambodia) had been part of the French Empire. During World War II, Japanese forces invaded this region and occupied it. A communist group, known as the Viet Minh, formed under the leadership of Ho Chi Minh to fight the Japanese.

After Japan's surrender in 1945, the Viet Minh formed a government and declared Vietnam's independence. However, the French wanted to take Vietnam back as one of their colonies. By December 1946, the French and the Viet Minh were involved in a war that would last for nine years.

By 1952, Vietnam had become divided. The Viet Minh had control of the north, and the French had set up a rival government in the south, under the Vietnamese Emperor Bao Dai. The Soviet Union and China offered support and recognition to the Viet Minh in the north, while the United States and Britain did the same for Bao Dai in the south. Bao Dai was ousted from power in the south by Ngo Dinh Diem, a corrupt landowner who had little support from within Vietnam. However, because he was anti-communist, he had the support of the United States. Diem's police tortured and killed peasants suspected of supporting the Viet Minh.



Source 2 In the Vietnam War, the Viet Minh fought for Vietnamese independence under the leadership of Ho Chi Minh.

In 1957, the Viet Minh in North Vietnam began a guerrilla war (a war fought by small, independent groups of fighters) against South Vietnam in order to reunify their country. The United States, under President John F. Kennedy, started sending American advisers to support the anti-communist government of South Vietnam.

Quiz me!
A quick quiz on Australia's role in global conflicts since 1945

In December 1960, the National Liberation Front for South Vietnam was formed in opposition to Diem's government. It allied with North Vietnam and became known as the Viet Cong. North Vietnam dramatically increased its military assistance to the Viet Cong, which then began attacking South Vietnamese military units. The Viet Cong continued to use **guerrilla** warfare against the government of South Vietnam and the United States through the war.

guerrilla
an unconventional method of warfare involving an unseen enemy, surprise and ambush tactics

US military involvement in the Vietnam War increased from 300 military advisers in 1955 to over 500 000 US troops by 1968. To justify this level of intervention, US President Eisenhower, and presidents following him, all declared their belief in the domino theory.

Australia's involvement in Vietnam

Australia's prime minister at the start of the Vietnam conflict was Robert Menzies. Menzies fully supported the United States' anti-communist policy, and was a committed ally throughout the war. He was also a strong believer in the domino theory. In 1962, the Australian Government sent its first military advisers to South Vietnam. The initial commitment of 30 men would grow to 60 000 over the next decade and would lead to the introduction of **conscription** in Australia for overseas military service. Public opinion polls at this time indicated that most Australians supported the government's decision. This would change dramatically in the coming years (see Source 3). By 1970, mass demonstrations were being held in the major capitals of Australia to demand a suspension of the war to allow for peace talks.

conscription
the compulsory recruitment of people to serve in the armed forces, often during times of war

When the United States began withdrawing troops from Vietnam in 1969, Australia followed suit. Between 1970 and 1972, all Australian combat troops were withdrawn. On 27 December 1972, the newly elected Labor government ended all Australian military aid to South Vietnam.

Around 500 Australians died during the Vietnam War, including 185 national servicemen (conscripts). Until the deployment of Australian soldiers to Afghanistan in 2001, Vietnam had been Australia's longest war.

Australian involvement in the UN

Australia was a founding member of the UN and played an active role in the drafting of its Charter at the San Francisco Conference of 1945. The Australian delegation, led by Herbert 'Doc' Evatt, actively promoted the rights of smaller nations. Since then, Australia has served five terms on the UN Security Council (which has the task of maintaining peace and security at an international level): 1946–47, 1956–57, 1973–74, 1985–86 and 2013–15. In 1946, Labour politician Norman Makin was the first Australian to act as President of the Security Council. In 1948, Evatt was elected President of the UN General Assembly (which makes decisions about issues of international peace and security).

Australia has played an active role in the UN Commission on Human Rights and has been a strong supporter of the work of the expert UN bodies dealing with the implementation of international human rights conventions. Australia also has a long history of contributions to UN peacekeeping operations. Australia currently has peacekeeping forces in many places around the world, including the Persian Gulf and Timor-Leste (East Timor) (see Source 4).

superpower
a very powerful and dominant nation; especially used during the Cold War era to refer to the United States and the Soviet Union (both nuclear powers, and considered to be most powerful nations on Earth)

Enduring allies

Despite the best efforts of the UN Security Council, the world remains an unpredictable and uncertain place. Since the end of the Cold War in 1991, the United States has been the last **superpower** of the twentieth century. But on 11 September 2001, the world looked on as a series of deadly coordinated attacks on key targets in the United States took place, including the deliberate crashing of two passenger jets into the World Trade Center towers in New York and another into the Pentagon in the State of Virginia.

Source 3 Images of the Vietnam War – such as this one of children fleeing a village that had been bombed with napalm (a flammable sticky jelly used in bombs and flame-throwers) – caused many Australians to turn against the war.

The events of 11 September marked the beginning of a new era in global conflict that became known as the 'War on Terror'. Military action since 2001 has centred on wars in both Iraq and Afghanistan. Throughout the War on Terror, Australia has continued to be a strong ally of the United States. Australian troops have served both in Iraq and Afghanistan, and specialist military advisers and strategists have worked closely with US command. Australian troops were withdrawn from Iraq in 2008, but continued fighting in Afghanistan until 2013. During the 12 years of fighting there, 40 members of the Australian Defence Force were killed and 261 were seriously wounded. In 2021, US troops were also withdrawn from Afghanistan. Shortly afterwards, the Afghan capital, Kabul, was seized by the Taliban regime.

Source 4 An Australian peacekeeping soldier in Timor-Leste.

Source 5 Australia's peacekeeping missions, 1947–2020

Australia's involvement in peacekeeping missions, 1947–2020, including military and policing operations	
Indonesia	1947–1951
Kashmir	1950–1985
Middle East (Israel and surrounding areas)	1956–present day
Cyprus	1964–present day
Zimbabwe	1979–1980
Iran	1988–1990
Namibia	1989–1990
Pakistan–Afghanistan	1989–1993
Persian Gulf	1990–present day
Iraq	1991–1999
Western Sahara	1991–1994
Cambodia	1991–1998
Somalia	1993–1995
Rwanda	1994–1995
Bougainville (Papua New Guinea)	1994, 1998–2003
Timor-Leste	1999–present day
Sierra Leone	2000–2003
Solomon Islands	2000–2013
Ethiopia/Eritrea	2000–present day
Sudan	2005–present day
Darfur	2007–present day

12.3 CHECK YOUR LEARNING

Review and understand

1. **Outline** the key motivators behind Australia's involvement in overseas conflicts during the Cold War period.
2. **Explain** why the United States supported Ngo Dinh Diem during the Vietnam War.
3. **Identify** and briefly describe the two treaties that Australia signed to help combat the spread of communism.
4. **Explain** the domino theory.

Apply and analyse

5. **Propose** one reason why the Soviet Union and China supported the Viet Minh during the Vietnam War.
6. **Examine** Source 3.
   a. Identify the type of source this is: primary or secondary.
   b. Why do you think this source (and others like it) caused many Australians to reconsider their views on the war?

Evaluate and create

7. 'The Australian Government made the correct decision to become involved in the Vietnam War.' **To what extent** do you agree with this statement? Write a short paragraph explaining your position.
8. **Create** an anti-communism poster encouraging the Australian public to support the commitment of Australian troops to the conflict in Vietnam during the Menzies era.

obook pro

CHAPTER 13

Popular culture

Popular culture encompasses a wide range of activities in which large numbers of people in a society engage. Since World War II, Australia has developed strong industries in four key areas of popular culture: music, film, television and sport.

Television and rock'n'roll music both arrived in 1956 and have had a strong influence on all groups within Australian society. This continues today. Sport has retained an important role in Australian life and has become closely tied to our sense of identity. The Australian film industry has also emerged to tell uniquely Australian stories that entertain and inform.

While British, American and, more recently, European and Asian cultures have influenced us, Australia has developed its own distinct culture. Music, film, television and sport have not only become ways of reflecting who we are, but have also enabled Australia to engage with the rest of the world.

Source 1 One of Australia's many contributions to international popular culture is singer Kylie Minogue.

13A

How did developments in popular culture influence Australia after World War II?

13B

How have the music, film and television industries in Australia changed since World War II?

13C

What contributions has Australia made to international popular culture?

13.1 Popular culture: a timeline

Australia's Betty Cuthbert (second from left) crosses the finish line to win the Women's Final 100 metre event in the Melbourne Olympic Games.

Paul Hogan as Michael J. 'Crocodile' Dundee

Sequence this!
Popular culture

1946
England tours Australia to resume the Ashes cricket tests after World War II.

1955
The film *Jedda* is released.

1956
Television starts in Australia, as the Olympic Games open in Melbourne.

1957
Bill Haley and the Comets headline the first rock'n'roll tour of Australia.

1964
The Beatles arrive in Australia.

1966
The Easybeats record 'Friday on My Mind' in London.

1967
ABC TV starts the first evening soapie, *Bellbird*.

1971
Walkabout and *Wake in Fright* are released.

1972
The television serial *Number 96* premieres.

1975
Colour television arrives in Australia.

1977
The rock band The Go-Betweens forms in Brisbane.

1988
The BBC mo
Neighbours t
late-afternoo
to counterac
truancy.

1940 1950 1960 1970 1980

The Easybeats

A film still from *Walkabout*

Source 1 A timeline of some key events and developments relating to popular culture.

Bluey is an award-winning television show, widely loved by people of all ages.

1986
Crocodile Dundee is released.

1995
Pay TV is introduced to Australia.

2010
The Matildas, the Australian women's national soccer team, win the Asian Cup.

2012
Gotye wins the Grammy for record of the year.

2015
The Socceroos win the Asian Cup in Sydney.

2020
Black Lives Matter protests lead to a reappraisal of racial representations in popular culture.

2023
The FIFA Women's World Cup will be hosted by Australia and New Zealand.

1990 2000 2010 2020

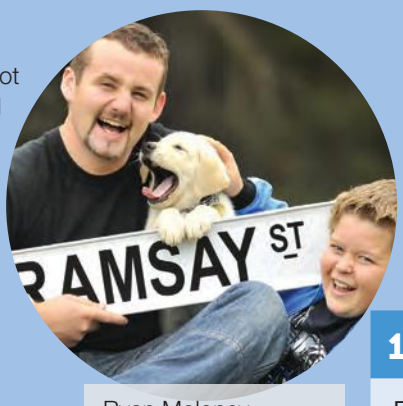
oves
o a
n timeslot
t school

2009
Neighbours is the first Australian television show to have characters with Twitter accounts.

2014
Cate Blanchett becomes the first Australian to have won two Academy Awards for acting.

2018
Bluey premieres on ABC Kids.

2021
Marvel Studios announces that it will relocate from the United States to Sydney, Australia for at least five years following the outbreak of coronavirus.



Ryan Moloney and Morgan Baker, two of the cast of *Neighbours*, pictured here in 2009

13.1 CHECK YOUR LEARNING

Review and understand

1. **Identify** when the film *Jedda* was released.
2. **Identify** when 'Friday on My Mind' was recorded, and by whom.
3. **Identify** when the first soapie was shown in Australia.

Apply and analyse

4. Look at the picture of Paul Hogan as Michael J. 'Crocodile' Dundee in the film *Crocodile Dundee*.
   - Think of one contemporary Australian character in television or film today.
   - **Compare** how this character is portrayed and how 'Crocodile' Dundee was portrayed.
   - Does your character demonstrate a change in the way Australians see and portray themselves to the world? **Explain** your answer.

13.2 Defining 'popular culture'

In this topic, you will:

» define the term 'popular culture'.

culture
a term used to describe the shared characteristics (e.g. language, food, religion, beliefs, etc.) of a population or group of people

popular culture
music, film, television, sport, etc., that has broad appeal and is international in scope

Analyse this!
1950s Sydney

Culture is the 'glue' that binds any society together. The values, beliefs, ideas and artefacts that give meaning to any society are its culture. Culture takes in a wide variety of human activities including language, food, religion and art, as well as values such as a belief in democracy or equal rights.

In contrast, **popular culture** has a slightly narrower definition. The term was first used in the nineteenth century to describe the 'unofficial culture' of the lower classes in society, as opposed to the 'official culture' of the higher classes. Over time, however, the meaning of the term evolved to describe more widely accepted ideas, attitudes and practices transmitted via mass media and aimed particularly at younger people. People can access popular culture easily, and it lasts for a period of time.

When defining popular culture, it is important to not simply describe it as 'culture that is popular'. If that simplistic definition is used, it is difficult to tell the difference between cultural activities that are popular for a brief historical moment and those that have a major influence on a society.

Four distinguishing characteristics can be used to recognise an activity as popular culture:

- the activity moves from local to national to global significance
- the activity is associated with commercial products
- the activity continues to change and evolve over time
- the activity allows consumers easy and widespread access through mass media.

13.2 CHECK YOUR LEARNING

Review and understand

1. In your own words, **define** the term 'popular culture'.
2. **Outline** four characteristics that distinguish popular culture activities from those that fall under a wider definition of 'culture'.

Apply and analyse

3. **Suggest** three examples of music, film, television or sporting events that are (or have been) part of Australia's popular culture.

Source 2 Young men and women dancing in 1950s Sydney; American youth culture became popular in Australia after the end of World War II.

13.3 Changes to radio and film

In this topic, you will:

» explore how post-World War II society affected radio and film in Australia.

The link between technology and popular culture was clearly established in the 1920s. In the period before the arrival of television and rock'n'roll, radio and film were the main sources of popular culture. The impact of technology on popular culture became a consistent theme throughout the second half of the twentieth century. Ongoing developments in technology also help to explain the ways in which popular culture is able to change and evolve.

Radio

By 1946, radio was established as the most accessible form of communication in Australia. All capital cities and most regional centres had one or more radio stations, which helped overcome the great distances involved in communicating across the country. Radio first took off during the 1930s, and was the perfect medium for introducing audiences to new forms of recorded music coming from the United States.

The increasing popularity and accessibility of radio led to change. Until World War II, pianos and pianolas (self-playing pianos) were the centrepieces of home entertainment. Sales of sheet music boomed as families gathered to entertain themselves at home. When radio station 2GF in Grafton, New South Wales, first went on air in December 1933, it was the 63rd radio station in the country. Also, when World War II broke out, radio became crucial as a way for Australian people to keep updated with military news from overseas and at home. Apart from wartime news and updates from the troops, radio stations broadcast music and drama programs, which were important for entertaining the Australian public and keeping up morale.

By the twenty-first century, radio had split into **AM and FM radio**, and community and digital broadcasting. Contrary to some expectations, the medium of radio continues to thrive as an important means of entertainment and information.

AM and FM radio
the technology that allows information to be transmitted and received over electromagnetic waves; AM radio creates larger waves, at varied lengths, meaning they can be received from further away; FM radio transmits more consistent waves, which do not travel as far, but create a better sound.

Source 3 This photograph, taken in the late 1940s, shows a group of young friends sunbaking at Bondi Beach, Sydney, while listening to the radio.

Film

In 1906, the world's first full-length feature film was produced in Australia, titled *The Story of the Kelly Gang*. Until governments banned bushranger films in 1912, Australia led the world in feature film production. The federal government set high import **tariffs** on films during World War I. When they lifted them in 1918, the Australian film industry was destroyed by American imports. There was a brief revival in Australian films in the 1930s, when the influence of Hollywood and the introduction of 'talkies' (films with sound) began to dominate the film industry.

tariffs
taxes (usually applied to goods being imported or exported)

Source 4 *Smiley* (1956) was one of the films that featured the Australian star Chips Rafferty. Like many films made in Australia around that time, it was a United States–United Kingdom co-production. This image shows Rafferty (left) in a scene from the film's sequel, *Smiley Gets a Gun* (1958).

A newsreel documentary, *Kokoda Front Line*, won Australia's first Academy Award in 1943, but the Australian film industry struggled in the years after World War II. Although major Australian stars such as Errol Flynn, Peter Finch and Chips Rafferty became famous in Australia and had success overseas, as a general rule American actors were far more successful internationally. American magazines played a major role in this. Around this time, magazines became a popular medium through which popular culture was transmitted and advertised. As a result, Australian actors began to travel to Hollywood to further their careers.

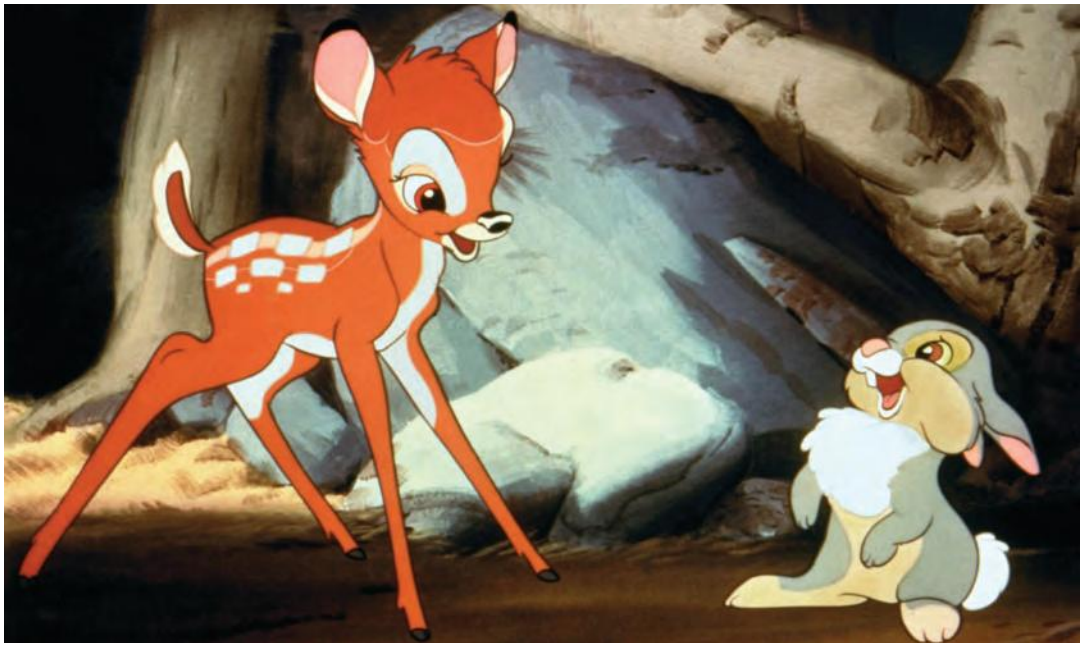
Although films were made in Australia in the 1940s and 1950s, these were usually co-productions with American and British film companies. The 1955 film *Jedda* stands out as a significant milestone in Australian cinema because it had two Aboriginal lead actors. It was also the first Australian film to be shot in colour (see Source 5). In addition, by introducing non-Indigenous audiences to Aboriginal issues, it showed that films had the potential to generate debate and stimulate social change.

Source 5 *Jedda* (1955) was the first Australian film to star Aboriginal actors in lead roles.

The Walt Disney Studios became the main source of children's entertainment. The animated films *Dumbo* and *Bambi* had been major hits during the war, and by the 1950s Disney films were clearly established as 'must sees' for Australian children. American serials and cartoons also emerged as staples of Saturday afternoon picture shows, and ensured that Australian children in the postwar period were introduced to a constant diet of American popular culture. These animated cartoons and serials merged different American popular culture influences. They frequently drew on printed comic strip heroes – such as Batman, the Phantom and Green Hornet – for ideas.

Sequence this!
Changes to radio and film

It must be remembered that before television, newsreels at picture theatres were the only way people could actually see major news events in moving pictures. Along with serials, newsreels were the main reasons why people in the postwar period kept coming to the cinema, week after week. As a result, local picture theatres became major sources of popular culture. This also explains why newsreels remained popular even after the Australian film industry went into decline after World War II. In fact, newsreel production continued until television was introduced to Australia in the mid-1950s.



Source 6 *Bambi* was released in 1942 by Walt Disney Studios. It was one of the early animated films from Disney, and it captivated children across the globe.

13.3 CHECK YOUR LEARNING

Review and understand

1. Radios were introduced into Australian homes during the 1930s. **Identify** the other forms of home entertainment they replaced.
2. **Describe** how Australians saw news items before the arrival of television.
3. **Outline** why *Jedda* was such an important film.

Apply and analyse

4. **Analyse** the significance of radio for Australian popular culture in the 1940s.

Evaluate and create

5. **Discuss** why you think older Australians in the 1950s would have worried about Disney films and serials becoming so popular with Australian children.
6. Conduct **research** into the career of one of the following Australian actors: Errol Flynn, Peter Finch or Chips Rafferty. Write a 250-word historical description outlining the contributions your chosen person made to the film industry, both in Australia and internationally. See page 244 of 'The history toolkit' for more information on writing historical descriptions.

13.4 Changes to sport

In this topic, you will:

- identify sports that were popular in Australia post-World War II
- understand continuity and change in Australian sports.

Watch it!
A video and quiz on Aussie Rules football

Sport was very popular in Australia in the postwar period, much as it is today. Many historians argue that sport played a key role in restoring normality after the traumas of World War II. Cricket was the most widely played sport at the time in Australia, due to its ties with England. The Ashes series with England developed into one of Australia's great sporting traditions. These contests had been disrupted by the war, and both England and Australia were keen to see them resume, as a sign of life returning to normal.

An English cricket team toured Australia in the summer of 1946–47 on a goodwill tour. The Australians played with a determination to show the 'mother country' how strong they were. The result was a 4–1 series win to Australia – a superiority that was confirmed when Don Bradman led the Australian team (which became known as 'the Invincibles') to England in 1948, and they remained undefeated for the entire tour.

Rugby League was another form of popular culture drawn from England. It was popular in New South Wales and Queensland, and the most prestigious competition was the New South Wales Rugby League premiership. Unlike many sports, Rugby League continued throughout World War II. Balmain (New South Wales) won the 1946 grand final against St George (Queensland) in a match marred by refereeing controversies.

Rugby League was matched in the southern states by Australian Rules football, from the late 1850s. Australian Rules football teams Melbourne and Geelong, founded in 1858 and 1859 respectively, are among the oldest continuous sporting clubs in the world. However, Australian Rules football could not technically be classed as a form of popular culture at the time, because it failed to gain popularity at a global level.

Like Rugby League, Australian Rules football was played throughout the war, providing some sense of normality as many young men went off to fight. At least 57 Australian Rules football players lost their lives in World War II. Since 1995, a match between Collingwood and Essendon has taken place on ANZAC Day at the Melbourne Cricket Ground as a tribute to those who died serving their country.

Source 7 Australian cricketer Don Bradman – later, Sir Donald Bradman – 1930s

Source 8 The first Australia vs England Rugby League test match, 12 June 1950

KEY CONCEPT
Continuity & change

The changing face of sport in Australia

Sport provides a strong cultural continuity in Australian society. Cricket, the football codes, tennis, golf and horse racing are all easily recognisable as cultural activities that continue to engage the Australian public to this day. Cricketers still play regularly for the Ashes, the MCG is still the venue for the AFL Grand Final (except in 2020 and 2021, when it was moved due to the COVID-19 pandemic), and the Melbourne Cup remains the 'race that stops a nation'.

Beneath those continuities, however, are changes that reflect a more modern society. Professionalism has been a major change. In many sports today, playing at the top level is a full-time job. Time required for training and rehabilitation means that maintaining other work is no longer practical.

The racial and ethnic backgrounds of Australia's multicultural society are now also reflected in the national sporting teams. Ash Barty, a Ngaragu woman, was the Number 1 women's tennis player and Wimbledon champion in 2021.

Domestically, AFL and Rugby League have moved towards national competitions that are financed by lucrative television and sponsorship deals. Rugby Union was the last football code to go fully professional, and has focused on international competition. In 2005, soccer established a national competition known as the A-League. In addition to this national league, Australia has participated in Fédération Internationale de Football Association (FIFA) World Cups for both women and men.

Internationally, Australia has begun to host more global sporting events since the 2000 Sydney Olympic Games. These include the Cricket World Cup (2015) and the AFC Asian Cup (2015), both of which the Australian team won, and the Rugby League World Cup (2017). We are slated to co-host the FIFA Women's World Cup in 2023 and the Olympic Games in Brisbane in 2032.

For more information on this key concept, refer to page 224 of 'The history toolkit'.

Source 9 Since hosting the 2000 Olympics in Sydney, Australia has begun to host more global sporting events.

13.4 CHECK YOUR LEARNING

Review and understand

1 **Outline** why England sent a cricket team to tour Australia so soon after the end of World War II.

2 **Identify** in which states Rugby League was most popular in the late 1940s.

Apply and analyse

3 Identify the name of the cricket test series between Australia and England. **Explain** why you think it became one of Australia's greatest sporting traditions.

4 a **Explain** why Australian Rules football technically was not regarded as a popular culture activity.

b **Determine** (decide) whether you believe if this is still the case today. Use evidence to support your answer.

Evaluate and create

5 Using the internet, **research** the role Don Bradman played during the immediate postwar period in Australia.

a Use the information you have gathered to write a short response which **outlines** the contributions Don Bradman made to the sport of cricket, as well as the importance of the role he played in broader Australian society.

b 'Don Bradman was the most important Australian sportsperson of the postwar period.' **To what extent** do you agree with this? A lot (strongly), a little bit (somewhat) or not at all? Write a short paragraph explaining your position.

13.5 Changes to music

In this topic, you will:

» explore how post-World War II society affected music in Australia.

On the surface, Australian society in 1956 did not appear to be too different from Australian society 10 years earlier. Cricket, Rugby League, Australian Rules football, tennis and horse racing were all popular sports that showed the influence of Australia's largely British cultural heritage. Radio continued to be the most popular and important medium for communication. In addition to this, most city suburbs and country towns had a picture theatre showing American and British films along with newsreels and serials. Then something changed – rock'n'roll arrived in Australia.

The Sun, a Sydney-based newspaper, reported on 21 June 1956 that 'rock and roll raised no more than a flutter' in Australia. Three weeks later, Elvis Presley's 'Heartbreak Hotel' was released locally, and the same newspaper published the first rumour that Elvis was to tour Australia. By December, Bill Haley's 'Rock Around the Clock' had established an Australian sales record of 175 000 45s and 78s, and 12 000 LPs (all are types of vinyl records). On 20 December, a 'rock dance' was held at Sydney's Redfern Oval, and within six months rock'n'roll had become part of popular culture for good.

There is no doubt that rock'n'roll brought about many changes in 1950s Australia. Teenagers of the 1950s had a different outlook from the generation that had experienced the **Great Depression** and World War II. Even the term 'teenager' only became popular in the postwar period, as they became an important, rising market for music and brands. Attending rock'n'roll concerts became a symbol of the fact that they were different from earlier generations and signalled a break with their parents. It also showed how enthusiastically they adopted American popular culture. As Australian musicians such as John Manners and Johnny O'Keefe absorbed these influences, they also started practising rock'n'roll and developing their skills in this new form of popular culture. Eventually these artists would start writing and performing uniquely Australian rock songs to sell-out crowds, but in 1957 rock'n'roll was only just starting to bring about social change in Australia and create a **generation gap**.

Great Depression
a period of severe economic downturn between 1929 and 1934 that affected most countries around the world

generation gap
where older and younger people (different generations) do not understand each other because of their different experiences, opinions, habits and behaviour

See, think, wonder *

Look at Source 10.
- What do you see?
- What do you think?
- What do you wonder?

Source 10 Saxophone player Len Austin and the Recaps band perform at a rock'n'roll dance in the Manly RSL Hall organised by the Salvation Army, 1959.

KEY CONCEPT
Significance

Bill Haley's tour

Rock'n'roll became one of the most distinct products designed specifically for teenagers. Radio, television and film all helped spread the music, and tours by live acts were the next step. Although Australia was geographically isolated in the 1950s, an American promoter living in Australia called Lee Gordon realised the potential of bringing rock'n'roll artists to the nation. He organised the first rock'n'roll tour outside North America when he booked Bill Haley and the Comets, Big Joe Turner, The Platters, LaVern Baker, and Freddie Bell and the Bell Boys on a package tour of Australia.

As an indication of just what a major undertaking this first tour was, in January 1957 it took Bill Haley six days to travel from the east coast of the United States to Sydney. There were three stops on the trans-Pacific flight. In addition, this was the first-ever tour in Australia to include mixed races and genders – both certain to attract controversy in a 'white' Australia where women were yet to achieve any kind of equality.

The tour was a huge success, playing to 330 000 people at a time when Australia's population was still under 10 million. Teenagers danced in the aisles before ushers made them sit down. A reviewer called it 'the noisiest show to ever hit Sydney'. It was reported that 'plates rattled half a block away, dogs cringed in their kennels and the boxing stadium at Rushcutters Bay loosened its nails'.

A second tour, with Little Richard, Eddie Cochran, Gene Vincent and Alis Lesley, arrived in October 1957, and it was clear that rock'n'roll was building a wide generation gap.

For more information on this key concept, refer to page 225 of 'The history toolkit'.

Source 11 A poster promoting the Bill Haley tour of 1957

The Beatles tour Australia

On 11 June 1964, The Beatles arrived in Australia for their first and only visit. By June 1964, the four members of the band were the most famous people on the planet. Concerts in Adelaide had been added because of public demand, and 350 000 people lined the entire drive from the airport to the centre of Adelaide. Crowds appeared wherever The Beatles went. For two weeks, Australia was the centre of the popular culture universe.

The Beatles' tour had a direct impact on Australian society. Teenagers disobeyed authority for the first time in their lives, ignoring police instructions as they massed anywhere that The Beatles might appear. The mobilisation of so many teenagers was an early sign of the mass movement that went on to play an important role protesting against the Vietnam War.

Source 12 Police hold back Beatles fans at Sydney Airport in June 1964, as drummer Ringo Starr and manager Brian Epstein arrive – the pair missed the early part of the Australian tour because Ringo needed to have his tonsils removed.

The tour also showed that Australia retained very strong cultural links with Britain. The Beatles entered the Australian charts six months before the American charts. British migrants arriving in Australia would bring their records with them, ensuring that Australia was kept up to date with the pop music boom that was exploding in England.

The Beatles' tour changed the face of Australian music. Pop music became the quickest way for many migrants to assimilate into Australian culture. The Easybeats in Sydney and The Twilights in Adelaide were two bands that formed in the aftermath of The Beatles' tour, and both consisted mainly of migrants. These bands would go on to create original Australian music, as well as to tour England.

Quiz me!
A quick quiz on changes to music

Source 13 The Beatles' visit to Australia was so culturally significant that over 50 years later, people are still talking about it! This image is from an exhibition called 'The Beatles in Australia' at the Arts Centre in Melbourne, 2014.

13.5 CHECK YOUR LEARNING

Review and understand

1. **Outline** evidence that suggests rock'n'roll became an almost instant success in Australia.
2. **Identify** who staged the first rock'n'roll concert tour of Australia and in what year the tour was staged.

Apply and analyse

3. **Explain** why Bill Haley's and The Beatles' tours of Australia were important developments in Australian popular culture.
4. Describe ways in which Australian teenagers during the 1950s adopted aspects of American culture. **Compare** this with the way American popular culture influences Australian teenagers today.

Evaluate and create

5. Listen to the music of some of the artists who toured Australia in the 1950s and prepare a line-up for a concert by some of these artists.
   a. **Create** a poster to advertise the concert.
   b. Write two reviews of the imaginary concert – one for a daily newspaper and one for a teenage magazine – that demonstrate the different attitudes held by older and younger generations of Australians towards rock'n'roll.
6. **Research** an Australian pop group from the 1950s or 1960s and one current Australian pop artist. In two to three paragraphs, compare their careers and impact on the international music scene.

13.6 The impact of changing technology on television and film

In this topic, you will:

» analyse the impact of changing technology on television and film in Australia.

Television had proved critical in the United States in allowing rock'n'roll to develop from local to national acceptance. Regardless of distance, television meant that teenagers across the country could turn on their sets and see Elvis Presley on nationally broadcast shows such as *The Ed Sullivan Show* (originally called *Toast of the Town*) and *The Milton Berle Show.*

Television had the same potential in a country the size of Australia, especially because of its small population, vast distances and physical isolation from the rest of the world. However, legal and political arguments in Australia about the ownership model of television stations delayed the introduction of television here.

After much discussion, it was finally decided that Australia would have a government-funded network run by the Australian Broadcasting Commission (ABC) (based on the British BBC model), as well as allowing privately owned stations to draw their income from advertising (based on the American model). This compromise between British and American influences was typical of Australian society in the 1950s.

The Melbourne Olympic Games in November 1956 were the main motivation for the introduction of television. Government and commercial stations were operating in Sydney and Melbourne in time to televise the games, and by 1960 Brisbane, Adelaide and Perth also had stations.

As with many new technologies, television sets were expensive in the beginning. In 1956, the average weekly wage was the equivalent of around $30 a week but a new television set could cost the equivalent of $400 or more. As a result, it is estimated that only about 5 per cent of households in Melbourne and 1 per cent of households in Sydney had television sets by 1960.

Think, pair, share *

- Think about the decision of the Australian Government to have publicly funded broadcasters and privately owned broadcasters. What are some positives and negatives of each of these approaches?
- Discuss your ideas with a partner.
- Share your thoughts with the class.

Source 14 A family watches television in a department store 'television lounge', where customers could browse for a new television set, in Sydney, 24 November 1956.

Source 15 The Melbourne Olympics, held in 1956, were one of the main motivating factors for the introduction of television in Australia. The games were broadcast as a test transmission by all three television stations operating in Melbourne at the time.

quota
an official limit on the number or amount of people or things that are allowed

To encourage investment in television stations, the Menzies government had decided not to have a local content **quota** for programming. As a result of this decision, the early years of television in Australia were dominated by American programs. There were few television studios and other facilities to produce local programs in Australia at the time, and very little equipment to record and broadcast material. Therefore, most local content had to be broadcast live. It consisted mainly of quiz and game shows that had been popular on radio. When a Senate Committee reported on Australian television content in 1963, it estimated that 97 per cent of all television drama shown between 1956 and 1963 was American. These programs had a significant influence on Australian society over the period.

With rock'n'roll and television established in Australia by the end of the 1950s, both became major vehicles for social and cultural change around the country. They enabled the transmission of American popular culture in a more immediate and direct way than either film or the visits of American troops during World War II had been able to achieve.

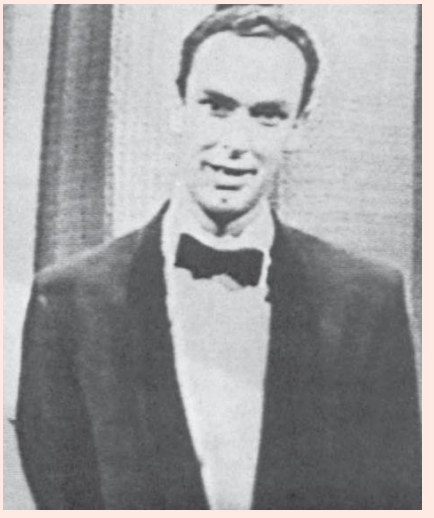
KEY CONCEPT
Evidence

'Welcome to television'?

For historians, one of the difficulties in studying the early years of Australian television is that so little primary source material survives. With no videotape or equipment to record television shows, live broadcasts were unique events that have been lost to time. There is even controversy surrounding the historic first words spoken on Australian television.

On 16 September 1956, Bruce Gyngell greeted the Australian people in the first television broadcast from TCB 9 in Sydney with the words: 'Good evening and welcome to television.' Although these are the first words spoken on Australian television, if you were to watch this footage today, the chances are that you would be watching a fake. According to Gerald Stone (a respected Australian television and radio journalist), the original film of the event was lost. The version we see today, showing Gyngell standing in front of a world map, was recreated a year after the original broadcast. As a result, it probably looks quite a bit more rehearsed and professional than the broadcast that originally went to air.

For more information on this key concept, refer to page 225 of 'The history toolkit'.



Source 16 Bruce Gyngell in 1957, re-enacting his introduction to the first regular television broadcast service that aired in 1956

Worksheet
Australian culture and identity on screen

The great film revival

Australia has had a vibrant film industry at various times throughout its history, and film has become a significant way for Australians to reflect on their national identity and confront aspects of Australian life. The early 1970s saw the emergence of what has been called the 'New Wave' of Australian film (see Rich task 13C).

The timing of the New Wave reflected a growing interest in Australian culture and had the political support of two Australian prime ministers: John Gorton (Liberal prime minister 1968–71) and Gough Whitlam (Labor prime minister 1972–75). These two politicians laid the groundwork for Australian film to emerge as a major contributor to a national popular culture in the early 1970s.

Gorton established the Australian Council for the Arts, the Australian Film Development Corporation, and the National Film and Television Training School. Whitlam continued the support by creating the Australian Film Commission to help finance and produce films that could reach an international market. This was the first time film had received such specific government support, and the result was a boom in Australian films.

Directors such as Peter Weir, Gillian Armstrong, George Miller and Bruce Beresford got their start during this period. Actors also thrived under the system. Future international stars such as Mel Gibson, Jacki Weaver and Judy Davis all began their careers in the 1970s New Wave.

Source 17 *Picnic at Hanging Rock*, 1975

The themes the films in this period covered also signalled a new confidence in Australian culture. *Stork*, *The Adventures of Barry McKenzie* and *Alvin Purple* celebrated the larrikin Australian spirit. The vastness of the Australian outback was captured in *Walkabout*, which introduced Australians to Yolngu actor David Gulpilil. *Wake in Fright* focused on the darker side of country life. This theme was taken to apocalyptic lengths in the *Mad Max* series, which led to international success for the films, actor Mel Gibson and director George Miller. The sinister depiction of the Australian countryside was a recurrent theme throughout the 1970s, and paved the way for twenty-first-century successes such as *Wolf Creek*.

Source 18 In 2015, *Mad Max: Fury Road* became the highest-earning Australian film ever made.

In 1986, *Crocodile Dundee* became the highest-earning Australian film of all time, banking US$328 million worldwide. The highest-earning Australian films have all been made since then, and include *Strictly Ballroom* (1992), *Babe* (1995), *Red Dog* (2009) and *The Dressmaker* (2015). All of these have told distinctly Australian stories. In 2015, *Crocodile Dundee* was replaced by *Mad Max: Fury Road* (see Source 18) as the highest-earning Australian film ever – taking home US$378 million at the box office.

Sequence this!
The impact of changing technology on television and film

13.6 CHECK YOUR LEARNING

Review and understand

1. **Describe** how television helped the development of rock'n'roll in the United States.
2. **Identify** which event was the main motivating factor for the introduction of television in Australia in 1956.
3. **Summarise** the Menzies government decision that allowed television to introduce American culture into Australia.
4. **Explain** why the introduction of television in Australia was delayed.

Apply and analyse

5. Select an Australian film that has been released since World War II.
   a. **Explain** the image of Australia it portrays.
   b. **Analyse** the ways in which the film you have chosen has contributed to Australian popular culture.
6. **Analyse** the significance of the highest-earning Australian films – such as *Strictly Ballroom* and *Red Dog* – telling distinctly Australian stories.

13.7 The birth of Australian soapies and mini-series

In this topic, you will:

- define and identify soap operas in Australia
- explore the development of Australian television.

The term 'soap opera' was originally used in reference to ongoing radio serials. They were called soap operas because they were usually sponsored by soap companies and featured commercials for soap throughout. Over time in Australia, soap operas simply became known as 'soapies'. These serials were aired during the day, when the main audience was usually comprised of women, who were typically the homemakers. The idea transferred to television in the United States in the early 1950s.

Soapies are characterised by an ongoing storyline that runs across a number of episodes. They often try to depict 'real life', with an emphasis on family life, relationships, emotional and moral conflicts, and topical issues. Cliffhanger endings – unresolved endings that are usually suspenseful – are frequently used to end individual episodes or seasons to encourage the audience to tune in again for the next instalment.

Australia's first television soapie was *Autumn Affair*, which ran on Channel 7 for 15 minutes a day in 1958 and 1959. In 1967, the ABC launched the first early evening soapie, *Bellbird*, dealing with life in a fictional rural town of the same name (see Source 19). The 15-minute episodes were the lead-in to the ABC news. *Bellbird* drew a large and loyal following at a time when the ABC was the only network to broadcast nationally. It was shown until 1977, when it ended abruptly as a result of government budget cuts to the ABC.

Think, pair, share

- Think about the storylines of soapies and their focus on real life. Why do you think these storylines are so popular?
- Discuss your ideas with a partner.
- Share your thoughts with the class.

Source 19 The locals gather in a pub in *Bellbird*. From 1967 to 1977, Australians were glued to their television sets watching the first early evening soapie in Australia on the ABC.

Soapies in the 1970s

The 1970s were a time of social, political and cultural change in Australia. By this time, there had been 23 years of conservative government by the Liberal–Country Party Coalition. Australia at the end of the 1970s was largely unrecognisable from Australia during the 1960s. The 1960s had been a time of black-and-white televisions, **conscription** of young people to fight in Vietnam, and a refusal by the government to allow most Asian people to settle in Australia.

conscription
the compulsory recruitment of people to serve in the armed forces, often during times of war

The sense of excitement and social change of early 1970s Australia was reflected in television programs at the time. *Number 96* was launched in 1972 (see Source 20). The series explored the relationships of the residents of a small, inner-city apartment block named Number 96. It caused a sensation by dealing with issues that had previously been considered taboo (offensive and distasteful) and unsuitable for showing on television. Topics such as nudity, divorce, homosexuality, racism and drugs were explored in the storylines.

Number 96 brought previous cultural barriers crashing down, and it was followed in 1974 by *The Box*. Set in a television station, *The Box* tried to take the sexual themes and nudity of *Number 96* a step further.

The first soapie aimed at teenagers, *The Class of '74*, was launched in the same year, and attracted considerable attention. Set in a high school, it suggested that teenagers had more interest in social activities than schoolwork. This meant that the program was subject to intense legal scrutiny. The Broadcasting Control Board would often demand script changes to make it more 'acceptable' for early evening viewing.

The first Australian soapie, *Bellbird*, had led to a film version as early as 1971, and films based on *Number 96* and *The Box* soon followed. Film versions of television soapies in the early 1970s had several advantages – they could be filmed in colour and they were able to show more nudity than was allowed on television at the time. The arrival of colour television to Australia in 1975 took away some of the advantages held by movie theatres before then.

A new style of 'period drama' soapie was introduced in 1976 when *The Sullivans* was launched. Set in World War II-era Melbourne, it ran until 1982, and drew viewers into the lives of its fictional family. *The Sullivans* echoed the success of Australian films in the 1970s, and reflected an interest in Australians exploring their own culture. Its success was echoed in the 1980s by *A Country Practice*, which revived a *Bellbird*-style of storytelling set in a country town. *Prisoner* and *Sons and Daughters* also found long-running success in the 1980s, and reinforced the dominant position of television in Australian popular culture.

Source 20 Actors Abigail and Joe Hasham in a scene from the television show *Number 96*

Source 21 A still from *Bangkok Hilton* starring Nicole Kidman, shown here with Denholm Elliott, which aired on Australian television in November 1989

Mini-series in the 1980s

The election of Bob Hawke as prime minister in 1983 returned the Australian Labor Party to power. Hawke had a down-to-earth Australian image, and was able to draw a wide following in the community. He was re-elected in 1984, 1987 and 1990. He still holds the record for the highest approval rating of any prime minister, evidenced by the enormous public outpour of grief when he died in 2019.

The Hawke years were characterised by economic reform and a confidence in Australian popular culture. Television launched a number of mini-series that showed aspects of Australian life. Mini-series were longer than traditional films, but limited to a single, self-contained story rather than the open-ended narrative that had previously been the basis of soapies.

Mini-series boomed during the 1980s as Australian history and culture became hot topics for producers to explore. They included *Bodyline*, which looked at the events behind the 1932–33 cricket series between Australia and England; *The Dismissal*, which examined the sacking of the Whitlam government; *The Cowra Breakout*, which was about a famous incident from World War II; and *Vietnam*, which was a major examination of a war that was still a hotly debated topic in Australian society.

Australian novels such as Ruth Park's *The Harp in the South* and *Poor Man's Orange*, memoirs such as Albert Facey's *A Fortunate Life*, and novels about Australia such as *A Town Like Alice* all provided material for successful mini-series. Aboriginal and Torres Strait Islander issues were firmly placed on the television agenda with the acclaimed *Women of the Sun*, while *Bangkok Hilton* starring Nicole Kidman (see Source 21) fictionalised the experience of young Australians caught smuggling drugs from Asia.

Source 22 Scott Robinson (Jason Donovan) and Charlene Robinson (Kylie Minogue) in their wedding scene from *Neighbours*, 1987; this episode remains one of the most-watched in the history of the show. It aired to an audience of 20 million in Britain in November 1988.

Neighbours and *Home and Away*

Australia's interest in gathering around the television to share the lives of fictional soap characters culminated in two extraordinarily long-running shows that aired for the first time in the 1980s – *Neighbours* and *Home and Away* (see Sources 22 and 23). When *Neighbours* was first shown in 1985, Ronald Reagan was president of the United States, the **Cold War** still pitted the United States and the Soviet Union against each other, and Bruce Springsteen was touring Australia for the first time. A 15-year-old who watched the debut episode of *Neighbours* turned 50 in 2020. *Home and Away* followed shortly after, premiering in January 1988 – the same year that Australia recognised its bicentennial (200th anniversary) of British colonisation.

These two television soapies have, between them, aired almost 20 000 episodes. As with the mini-series boom, they emerged from an Australia that was becoming increasingly confident in using popular culture to explore its own stories. As the bicentennial of Australia's colonisation approached, there was a focus on national reflection, and a questioning of what being Australian meant. The lives of 'ordinary'

Australians shown in fictionalised settings, such as Erinsborough (*Neighbours*) and Summer Bay (*Home and Away*), were now seen as a valid source of entertainment. Teen audiences emerged as a major target for advertisers. This helped both soapies to dominate Australian and international ratings throughout the 1990s and early 2000s.

They have also proved a rich training ground for aspiring actors and musicians. Among the talent to have emerged from *Neighbours* and *Home and Away* are Guy Pearce, Kylie Minogue, Jason Donovan, Melissa George, Julian McMahon, Isla Fisher and Margot Robbie. All played recurring roles in the soapies before moving on to major international success.

Although celebrating the life of average Australians, both shows have been criticised for focusing on a 'white' view of Australia. And while both series have dealt with controversial social issues – such as drugs, sexuality and teen pregnancy – race and ethnicity have rarely featured. Token attempts at introducing minor characters have failed to challenge criticism that the racial composition of Erinsborough and Summer Bay does not reflect that of modern Australia.

Both series project a vision of Australia that has proven extremely attractive to overseas viewers. *Neighbours* and *Home and Away* have had extraordinary success being sold internationally. The image of Australia as a country of sunshine, surf and white faces proved irresistible in many markets. *Neighbours* was so successful in Britain that, in 1988, programmers were forced to move it from early to late afternoon because so many school students were failing to return to school after going home at lunch. *Neighbours* has been shown in countries as diverse as Kenya, Barbados, Iceland and Ireland. In the 1990s it was even shown in the prized US market. *Home and Away* has been popular throughout Europe, as well as in Israel and Canada.

Each show has enthusiastically embraced social media as a way of interacting with a new audience, which is necessary to sustain such longevity. In 2009, *Neighbours* became the first Australian television show to establish Twitter accounts for its characters and, in 2011, was the first television show to be available on an iPhone app for an increasingly tech-savvy young audience. Both shows offer viewers the opportunity to catch up on missed episodes and preview forthcoming stories through their websites.

Cold War
the state of political conflict and hostility that existed between the Soviet Union (and its allies) and the United States (and its allies) from 1945 to 1990; characterised by threats, propaganda and public competition, but not resulting in direct fighting or military conflict

Sequence this!
The birth of Australian soapies and mini-series

Source 23 Morag Bellingham (Cornelia Francis), Alf Stewart (Ray Meagher) and Eric 'Ric' Dalby (Mark Furze) in the long-running Channel 7 soapie *Home and Away*

13.7 CHECK YOUR LEARNING

Review and understand

1. **Describe** the main characteristics of soapies.
2. **Identify** the first Australian soapie.
3. **Explain** how Australian soapies changed during the 1970s.

Apply and analyse

4. Explain why you think Australian soapies have become so popular overseas. **Justify** (give reasons for) your answer.
5. **Analyse** the influence of Australian television on the development of Australian popular culture.

Evaluate and create

6. Do you think Australian soapies such as *Neighbours* and *Home and Away* should include characters from a broader range of racial/ethnic backgrounds? **Discuss** your answer by giving a reasoned argument for and against, and concluding with your opinion.

13A RICH TASK

Quizlet
Revise the key terms you have learnt so far.

The influence of popular culture in Australia

Many of us today have a television in our bedroom and watch movies online – even on our phone. It is hard to believe that only 60 years ago, radio was the main way Australians accessed news and entertainment. The growth of television and new forms of music reflect upheavals in values and culture that our society has undergone since the end of World War II.

For the generation that grew up before the 1950s, the only way to watch moving images was to visit a cinema. The arrival of television in Australia in the 1950s relocated the movie screen into people's living rooms and fundamentally changed the ways in which people accessed popular culture.

With the birth of rock'n'roll around the same time, popular music was undergoing a revolution of its own. Rock'n'roll became more than just another music trend – it came to influence fashion, lifestyle, language and attitudes, especially among teenagers and young people.

Older Australians were concerned that the popularity of rock'n'roll through television and radio was encouraging young people to challenge boundaries around taboo topics, such as sex. This letter to the editor appeared in The Sun newspaper in January 1957, while Bill Haley was touring Australia. It was printed under the heading 'Menace of rock and roll':

Source 24

It will be interesting to note the effects of the visit to Sydney of a band of American entertainers. Reports of the way 'rock and roll' has been received by overseas audiences, coupled with the almost unanimous acceptance of Elvis Presley who, despite his repulsive antics, is now the current idol of the younger set, lead one to believe that the arrival of Mr Haley could be regretted for years to come.

We have only to glance through the daily papers to read the shocking manner in which teenagers of today, throughout the world, carry on.

The morals of the modern generation, with the exception of a small minority, have nearly reached an all time low, and 'rock and roll' has done nothing to improve them.

Already the general outlook of the Australian teenager has begun to deteriorate rapidly and to such an extent that something must be done to prevent the low level which they are gradually approaching, being attained.

Strongly opposed by most leading musicians, both modern and classical, 'rock and roll' represents a serious threat to the community.

In both Britain and the United States riots are prevalent where this form of entertainment is played. We must see that it is not given the same opportunity to take a grip on our own youth.

Letter to the editor by John J. Sutton, *The Sun*, Sydney, January 1957 (reprinted in Bernie Howitt, *My Generation: Growing up in Australia 1950s to 1980s*, Longman Cheshire, 1992, pp. 25–6)

Disc jockey and music news reporter Stanley Rofe was the first to present rock'n'roll music on Melbourne radio in 1956. Rofe later noted that he 'played to a young audience', revealing who he believed encapsulated Australia's radio audience in the 1950s.

Source 25

> Everybody had a rock'n'roll dance and no matter which side of Melbourne you went to there was rock'n'roll ... [My perspective on rock'n'roll, then and now, is] don't knock any generation of music because each and every decade has something to say.
>
> Interview with Stanley Rofe, 28 March 1993

KEY SKILL
Analysing sources

Identifying and analysing different historical interpretations

Historians use two types of sources to gather evidence about the past:

- primary sources – objects or materials created or written at the time being investigated
- secondary sources – accounts about the past that were created after the time being investigated.

Much of the historical study and research you will complete in school will involve you reading secondary sources (for example, textbooks and websites about the historical period you are studying). While these secondary sources may appear to provide an objective, unbiased and balanced view of the historical events or periods they are writing about, this is not always the case. All historians write from a particular perspective. There is no objective 'truth' that historians uncover; rather, all historians must interpret historical events and issues using their own perspective.

Of course, historians must use evidence to justify their interpretations, but there is no absolutely 'correct' way of interpreting evidence, and historians can also use (or disregard) different sources of evidence to support many different interpretations. For example, many historians writing in the early 1900s about the British colonisation of Australia presented it in a very positive light, and virtually ignored the negative experiences of Aboriginal and Torres Strait Islander peoples.

It is therefore very important that you are able to identify and analyse different historical interpretations. To do this, ask yourself the following questions:

- What historical event is being interpreted?
- What particular features, incidents, actions or behaviours are seen as important in this interpretation?
- What particular features, incidents, actions or behaviours are seen as positive in this interpretation?
- What particular features, incidents, actions or behaviours are ignored or left out of this interpretation?
- What particular features, incidents, actions or behaviours are seen as negative in this interpretation?
- What motives or characteristics are being attributed to the humans involved in this interpretation?
- What primary sources are used to support the interpretation? How?
- What primary sources might have been left out or ignored by this interpretation?
- Does this interpretation involve a critique of other interpretations? If so, what is being said about other interpretations?

For more information on this key skill, refer to page 236 of 'The history toolkit'.

Practise the skill

1 Use the questions above as a guide to write a 250-word report to **describe** the changing nature of popular culture in Australia since the 1950s. **Identify** how each of the sources in this rich task offers different interpretations of the changes.

Extend your understanding

1 Consider how the sources in this rich task provide different interpretations of the arrival of rock'n'roll in Australia. **Explain** what technology or trends you see in society today that might compare to the upheaval older generations of Australians faced when television and rock'n'roll emerged.

2 **Create** a presentation for your class on a modern trend or technology of your choice (such as Facebook, Twitter, Instagram or TikTok), and describe:
- what benefits the trend is bringing to society
- what problems the trend could have for society
- what effects you believe the trend might have on society in 15 years' time.

13.8 Changes in the music industry

In this topic, you will:

- explore significant developments in Australian music
- analyse the significance of *Countdown* and Triple J

From its earliest days in Australia, rock'n'roll was branded as rebellious music for teenagers. The supposed link between rock'n'roll and teenage misbehaviour was established before there were any rock'n'roll bands in Australia. The first rock'n'roll film, *Rock Around the Clock*, was released in Sydney on 14 September 1956. Ten days later two youths were fined for dancing in Pitt Street after viewing the film.

The origins of Australian rock

In the early years of the Australian rock industry, most songs were covers of American artists and bands. The first original Australian song was probably 'Rock'n'Roll Washboard' by the Schneider Sisters, written in November 1956. The Schneider Sisters came from a country music background. This was typical of the early Australian rock acts, with established artists from other music genres attracted to rock'n'roll because of its novelty value and links to the emerging teenage market.

KEY CONCEPT
Evidence

The first rock'n'roll star?

To this day there is considerable discussion about who released Australia's first rock'n'roll record. The most likely pioneer of Australian rock'n'roll was an Aboriginal man called George Assang. He was born on Thursday Island, Queensland, and his smooth singing voice gained him regular work fronting jazz and swing bands on the Australian circuit. On 12 July 1956, under the stage name Vic Sabrino, he released a version of 'Heartbreak Hotel' simultaneously with Elvis Presley's version.

There is some debate about when Assang recorded a cover of Bill Haley's 'Rock Around the Clock', but whether it was 1955 or 1956, the Vic Sabrino jazz/swing version of 'Rock Around the Clock' could be Australia's earliest attempt at rock'n'roll, coming some two or three years before Johnny O'Keefe's 'Wild One' in 1958.

For more information on this key concept, refer to page 225 of 'The history toolkit'.

Source 1 Johnny O'Keefe performing on stage in 1963

Johnny O'Keefe

Johnny O'Keefe is remembered as one of the most significant Australian rock'n'roll performers of all time. O'Keefe was born in 1935 and began his singing career in the 1950s. From humble beginnings, he went on to have national and international success with songs such as 'Wild One', 'Shout!' and 'She's My Baby'.

A riotous night of partying was the inspiration for 'Wild One'. Released in 1958, this was the first genuinely Australian rock'n'roll hit record. It has subsequently been recorded by artists as diverse as Jerry Lee Lewis, Joan Jett, Status Quo and, most famously, Iggy Pop. In fact, the Iggy Pop version has been used as the theme to ABC TV's *Rage* for more than 25 years.

In his 20-year career, O'Keefe released more than 50 singles, 50 EPs (extended play records) and 100 albums. To this day he remains Australia's most successful chart performer, with 29 Top 40 hits to his credit in Australia between 1959 and 1974.

Surf music

The massive popularity of **surf music** that started around 1962 launched the next phase of Australian music. Sydney band The Atlantics created a huge local hit, 'Bombora', which was released internationally, even receiving the US *Cashbox Magazine* Record of the Week award. Suddenly surf bands were everywhere, playing suburban dances and sending teenage boys in search of guitars so they could imitate their favourite band and be 'cool'.

The classic rock line-up of guitars, bass and drums emerged at this point, and major international recording labels such as CBS and HMV began investing in the local Australian music industry. As The Beach Boys made the charts in the early 1960s, their vocal style started to influence surf music. A 14-year-old Australian singer by the name of Little Pattie entered the charts with 'He's My Blonde Headed Stompie Wompie Real Gone Surfer Boy' late in 1963. The summer of 1963–64 was the highpoint of the surf music craze in Australia.

surf music
a style of music originating in the United States in the early 1960s, characterised by high-pitched, harmonised vocals and lyrics relating to surfing

The beat boom

The 'beat boom' was a period during the early 1960s when a style known as beat music became popular in the charts. Put simply, beat music was a fusion of rock'n'roll and rhythm and blues (R&B) that developed in Britain at this time, and led to a 'British invasion' of the music charts around the world. The overwhelming popularity and success of The Beatles was one example of the British invasion. Their Australian tour in June 1964 revolutionised the Australian music industry (see Source 2). Teenagers across the country were hungry for new records and live concerts. As a result, many new Australian rock bands formed and the music industry in Australia boomed from 1964.

By 1966, The Easybeats and Normie Rowe, two of the biggest names in Australia, had moved to England in search of international fame and success. The Easybeats recorded 'Friday on My Mind' in London in 1966. It reached the Top 20 in the United States and the Top 10 in Britain, and would go on to be voted the best Australian song of all time in 2001. Rowe recorded a number of songs in London that were huge hits back in Australia.

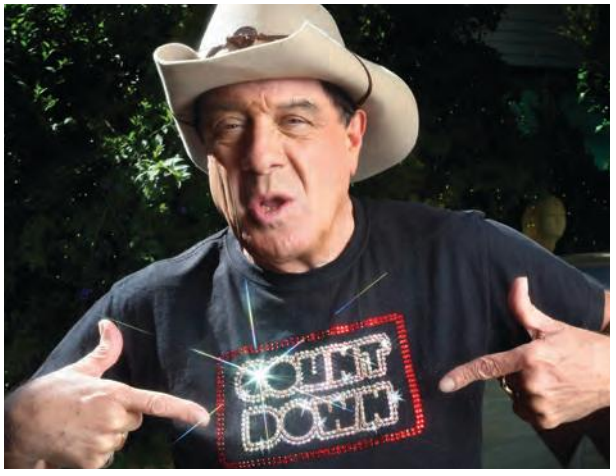
Source 2 The Beatles arrive in Adelaide, 12 June 1964.

Worksheet
The rise of rock'n'roll

The 1970s: *Countdown* and Triple J

Australian music became much more diverse in the 1970s and the ABC launched a television show that brought young people's music to an even wider audience.

Television had played a significant role in allowing access to rock music since Johnny O'Keefe was given a show called *Six O'Clock Rock* in 1959. Because the ABC was the only national broadcaster at the time, any show on the ABC was key in broadcasting material to the more remote areas of Australia.



Source 3 *Countdown* provided a national stage for promoting new Australian acts to young people. Rock icon Ian 'Molly' Meldrum was the host of this influential television music show, which screened from 1974 to 1987.

When a new music program called *Countdown* started on 8 November 1974, its host, Ian 'Molly' Meldrum, became a household name. *Countdown* provided a national stage for promoting new Australian acts to young people. Sunday evenings became primetime viewing for teenagers wanting to know what was happening in Australian music. The show made stars of acts such as Skyhooks, Sherbet and John Paul Young. The show went until 1987 and became the most popular music program in Australian television history.

In 1975, the Whitlam government granted the ABC the first new radio licence in an Australian capital city since 1932. The ABC used the licence to set up Australia's first non-commercial rock radio station, known as Double J. Double J started broadcasting in January 1975. Committed to alternative music and challenging the commercial monopoly on rock, Double J started broadcasting with Skyhooks' 'You Just Like Me 'Cos I'm Good in Bed', which had been banned by commercial radio stations.

Double J changed its name to Triple J in 1980 when the FM band was opened for radio broadcasting; and the dream of a national youth radio network was finally realised in 1989, when Triple J became a national network.

Since its first broadcast, Triple J has played a crucial role in championing Australian music, often playing music that commercial radio programmers deemed unsuitable. The annual Triple J Hottest 100 has become a staple of Australian music. It gives Australian bands the opportunity to compete with international artists. The 2016 Hottest 100, for example, was topped by Australian musician, DJ and producer Flume, and the Number 1 track in 2018 was by Ocean Alley.

Source 4 Radio presenters Adam Spencer and Helen Razer in the Triple J studio in Ultimo, New South Wales, 1998; both Spencer and Razer moved from Triple J to careers in more mainstream media, and Triple J continues to give new young radio presenters an opportunity.

Perhaps the greatest indicator of Triple J's contribution to the Australian music industry is its support for emerging independent Australian bands. Sydney band The Jezabels reached Number 16 with 'Mace Spray' and number 49 with 'Easy to Love' in the 2010 Hottest 100. Spacey Jane won the 2018 Triple J Unearthed competition, which resulted in their inclusion in the 2018 Falls Festival Line Up. Both The Jezabels and Spacey Jane achieved these goals while being totally independent acts without the backing of a major label. Providing opportunities for these artists over the years indicates why the government's support for a youth radio network was such a critical decision in the development of the Australian music industry.

By harnessing new technological developments such as colour television (*Countdown*) and FM broadcasting (Triple J), Australian music was able to enter an era of genuine international acceptance.

Australian music goes global

From Johnny O'Keefe's attempt to get into the American market in 1959 to The Jezabels' independent assault on Europe and North America in 2011, Australian acts have always attempted to test themselves against the rest of the world. The 1980s saw an explosion of Australian acts that had a genuine global impact on the music scene. From the early 1980s, bands such as Brisbane's The Go-Betweens developed a cult following across Europe and North America. Following in their path were bands such as INXS, Midnight Oil, AC/DC, Nick Cave and the Bad Seeds, Jet, The Vines and Savage Garden, who have achieved global recognition representing a diversity of sounds. More recently, Australian artists such as Gotye, Sia, Troye Sivan and The Kid Laroi have achieved international fame and won a host of awards – an indication of the wider success and acceptance of Australian music on the world stage.

Australian popular music is critical for Australia's cultural life. It allows for a range of Australians to express views and opinions, and establishes an understanding of modern Australia on a global scale. It has also grown from a cultural form that was despised by an older generation into a major contributor to the Australian economy. It was estimated that music-related activities added $1.55 billion of value to the Australian economy in 1984–85, and between $4 and $6 billion in 2017. That is an enormous change from the days when Vic Sabrino recorded a cover of 'Rock Around the Clock'.

Sequence this! Changes in the music industry

The next step in securing the future of rock music as an Australian popular culture came on 5 October 2011, when Triple J launched Triple J Unearthed, a new station devoted entirely to promoting the music of unsigned Australian bands. The digital and online station was set up to help the next generation of musicians prepare to follow in the footsteps of artists ranging from Johnny O'Keefe to Ocean Alley.

Source 5 Australian singer and songwriter Sia began her career in Adelaide in the 1990s. Today, she is one of the most internationally recognised Australian recording artists in the world. In 2014, her single 'Chandelier' charted in the Top 5 in more than 20 countries around the world, and the video of the song has been viewed more than 2.3 billion times on YouTube.

13.8 CHECK YOUR LEARNING

Review and understand

1. **Identify** when surf music became popular in Australia.
2. **Summarise** how the Whitlam government helped the Australian music industry.
3. **Identify** at least three Australian acts that have achieved musical success overseas.
4. **Explain** what impact The Beatles' tour of Australia had on the local music industry.

Apply and analyse

5. **Analyse** the significance of *Countdown* as a part of Australian popular culture.

Evaluate and create

6. **Evaluate** how artists such as Flume and Ocean Alley highlight the importance of Triple J to the Australian music scene.

13.9 Changes in the film industry

In this topic, you will:

- outline significant contributions to the Australian film industry
- identify American and Asian influence on the Australian film industry.

By the 1950s, most Australian cities and suburbs had access to a picture theatre. Going to the 'flicks' was a popular pastime for people of all ages and generations. Signs of change were apparent in 1954 when the first drive-in cinema opened in Melbourne. This reflected the emergence of the private car as the main means of transport, as suburbs expanded in the postwar baby boom era. The most significant change for the Australian film industry at this stage was the emergence of television from 1956. With families able to stay at home to watch entertainment, many suburban picture theatres had closed by the end of the decade.

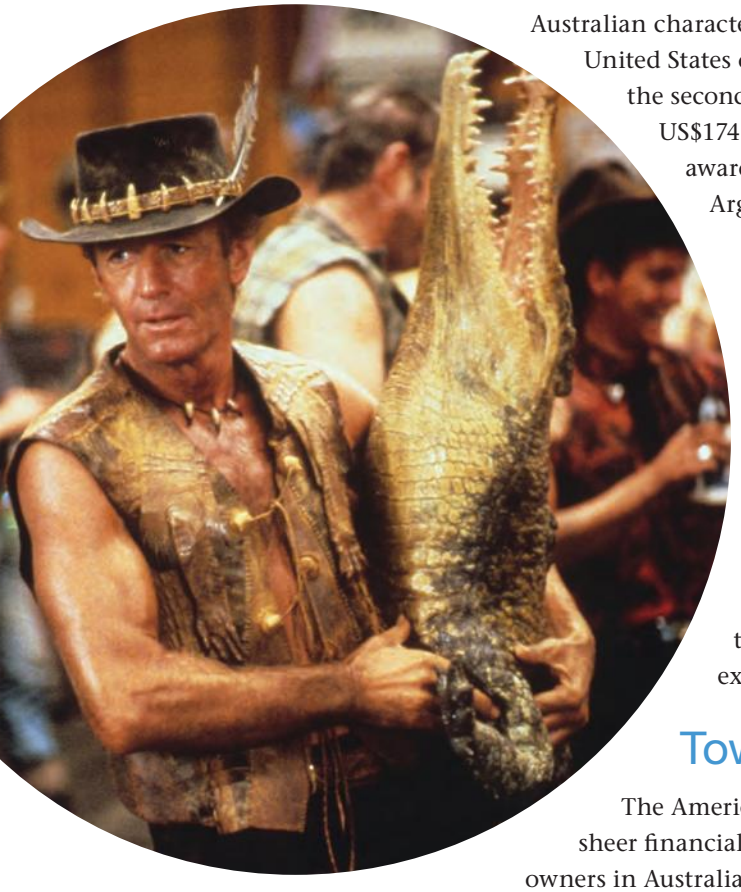
The *Crocodile Dundee* phenomenon

On 30 April 1986, the film *Crocodile Dundee* premiered in Australia. It was produced on a budget of about $10 million and starred the Australian comic actor Paul Hogan, who had risen to prominence after winning *New Faces*, a popular talent contest broadcast on television. Two versions of *Crocodile Dundee* were released at the time – an Australian version and an international version that replaced Australian slang with more easily understood words.

Hogan's Michael J. 'Crocodile' Dundee became a huge hit in Australia with his 'blokey' humour and 'no worries' attitude. The international appeal of such an obviously Australian character was put to the test when *Crocodile Dundee* was released in the United States on 26 September 1986. It proved a sensation, eventually becoming the second-highest-grossing film of the year there, taking more than US$174 million at the box office. Hogan also won a Golden Globe award for his performance, and the film was shown worldwide, from Argentina to Zimbabwe.

Crocodile Dundee placed Australian film firmly on the world stage, and was arguably the greatest boost to the Australian tourist industry ever. Hogan became the face of Australian tourism with his 'Put another shrimp on the barbie' campaign. *Crocodile Dundee* remained the highest-grossing Australian film of all time until 2015, when it was eclipsed by *Mad Max: Fury Road*. Even though the two sequels, *Crocodile Dundee II* and *Crocodile Dundee in Los Angeles*, failed to achieve anything like the success of the original film, it remains the most popular Australian film series of all time in terms of international success. In 2020, Hogan revisited the role of Michael J. 'Crocodile' Dundee in the film *The Very Excellent Mr Dundee* (which achieved less than excellent success).

Source 6 Paul Hogan in *Crocodile Dundee*, 1986



Towards a global film industry

The American film industry is the most dominant force in world film. Its sheer financial power and deals with distributors mean that independent theatre owners in Australia are often disadvantaged financially if they do not show major Hollywood films. The power exerted by Hollywood has meant that government support and financial assistance have become essential for the Australian film industry to survive.

The success of small-scale films such as *Animal Kingdom* prove that this ongoing support for the Australian film industry is not wasted. *Animal Kingdom* won the 2010 AFI award for best film, and saw Jacki Weaver receive an Academy Award nomination for best supporting actress. It has been adapted into an American television series, which aired several successful seasons and reached Australian audiences by appearing on Netflix. Government support has allowed Australia to retain a viable and relevant film industry – essential for genuine cultural expression in the twenty-first century.

An alternative to Hollywood domination has emerged in the twenty-first century with the development of Australian links with India's thriving Bollywood film industry. The term 'Bollywood' is a combination of two words: Bombay (the city at the heart of the Indian Hindi film industry, now called Mumbai) and Hollywood (a reference to the similarities between the industries in India and the United States). Indian film producers have prepared a handbook for working with Australian film producers and media, and many Bollywood films have started using Australia as an 'exotic' backdrop during filming. By late 2006, major Indian films such as *Love Story 2050*, *Heyy Babyy* and *Chak De! India* were being filmed in Australia, and crews were routinely moving between Australia and India.

Source 7 Advertisements for Bollywood films

Australia's increasing cultural links with Asia have also seen anime (Japanese animated cartoons) emerge as an important element of the film scene. The Japanese anime film *Akira* (1988) became a cult hit in Australia, and was the predecessor of an art form that has gained increasing attraction in popular culture through the rise of video and computer games.

Blockbusters in Australia

The development of major film production studios in Sydney, Melbourne and across the State of Queensland has meant that Australian studios have developed a high skill level. Major blockbusters – including *The Matrix* series, *Star Wars* Episodes 2 and 3, and *Thor Ragnarok* – have been made in Australian studios.

Quiz me!
A quick quiz on changes in the film industry

In 2021, following the devastation of the COVID-19 pandemic, Marvel Studios announced that their multibillion-dollar production studio would move from the United States to Sydney for the next five years (see page 13.49). This is partly due to Australia's management of the pandemic, which has allowed the Australian industry to continue making films while much of the United States remains under threat from the virus. Additionally, the Australian Government offers lucrative tax incentives for businesses that want to produce films locally.

13.9 CHECK YOUR LEARNING

Review and understand

1. **Explain** what caused the slump in the Australian film industry from the 1950s.
2. **Identify** Australia's most successful film. How successful was it?
3. **Explain** why government support has been so important for Australian film makers.
4. **Summarise** how the COVID-19 pandemic impacted Marvel Studios.

Apply and analyse

5. Explain how important film is in promoting Australia as a tourist destination. **Propose** (put forward) the film you think would be best for promoting Australia overseas.

Evaluate and create

6. **Discuss** the evidence which suggests that Australia is moving closer to Asia in terms of the film industry.
7. **Evaluate** the significance of Hollywood blockbuster films being filmed and produced in Australia.

13.10 Changes in the television industry

In this topic, you will:

- describe the development of the Australian television industry
- explore recent changes in technology on television.

The arrival of television in Australia in 1956 was a major catalyst for change. It ensured easy access to American popular culture, and the Menzies government's decision not to apply any local content requirements (see topic 13.6) meant that early television was dominated by American shows. Australian children grew up with the *Mickey Mouse Club* and *The Wonderful World of Disney*, while cowboys such as Roy Rogers and Hopalong Cassidy meant Australians became more familiar with the Wild West than with the outback. Crime-based shows such as *Perry Mason* and *Dragnet* were popular adult fare, and **sitcoms** such as *Father Knows Best* and *I Love Lucy* also attracted large audiences.

sitcoms
situation comedies; television shows with set characters who, every episode, find themselves in humorous situations

Television expands

The early 1960s saw the expansion of television into more markets with the introduction of regional stations in places such as Gippsland in Victoria in 1961, and Newcastle in New South Wales the following year. The ABC also continued to expand nationally, and in 1964 new commercial stations Channel 0 (Melbourne) and Channel 10 (Sydney) commenced broadcasting. The introduction of a coaxial cable (an electric cable that transmits radio frequencies) between Sydney and Melbourne paved the way for closer networking between stations in the two major Australian markets. This allowed for such innovations as a split screen that would allow Graham Kennedy in Melbourne and Don Lane in Sydney to appear simultaneously on the Nine Network's *In Melbourne Tonight* (see Source 9).

Source 8 A still from *Father Knows Best*, a 1950s US television program shown in Australia

Source 9 Graham Kennedy hosting the television show *In Melbourne Tonight*, 1973

The other major change to television in the 1960s was the development of satellite broadcasts. Perhaps more than any other technological development, this helped bring the world to Australia. In 1964, *Everybody's Magazine* had boldly predicted that Australians would be able to watch the 2000 Ashes series live on television from England; but in 1967, Australians were watching The Beatles recording 'All You Need is Love' live from Abbey Road studios as part of the historic *Our World* broadcast. Aired to the largest worldwide audience of the time (400 million) on 25 June 1967, *Our World* linked the world by satellite, with contributing countries showing the world an aspect of life in their country. Britain gave The Beatles and Italy had Franco Zeffirelli directing his ground-breaking film version of *Romeo and Juliet*. Australia's contribution was a shot of trams leaving their Melbourne depot in the pre-dawn.

Television and sport join forces

The 1967 Sydney Rugby League Grand Final between South Sydney and Canterbury Bankstown was the first sporting event to be broadcast live in Australia. Channel Nine paid $5000 for the rights to a game that was won by Bobby McCarthy's famous intercept try. This telecast proved that sport was the perfect product for television.

By the 1970s, major sports events were regularly televised. The importance of the link between television and sport was shown in 1977 when Kerry Packer (then owner of Channel Nine) launched a 'raid' on the sport of cricket, creating a private World Series Cricket competition in a successful bid to force the Australian Cricket Board to allow him the right to broadcast test matches. The 1976 Olympic Games from Montreal had its opening and closing ceremonies broadcast live, and by the 1984 Los Angeles Olympics, a wide range of popular events were being broadcast live into Australian homes. The 1977 AFL Grand Final between Collingwood and North Melbourne was the first shown live in Melbourne. The exciting match showed that all football codes could be major drawcards in attracting viewers.

Source 10 Kerry Packer

Multicultural programming

The composition of the Australian population had changed significantly since World War II, and the establishment of the Special Broadcasting Services (SBS) in Melbourne and Sydney in 1980 under the Fraser government was the first real mainstream media recognition of this. Broadcasting in a wide range of languages, it played a crucial role in helping immigrants adjust to Australian life. By the mid-1980s, SBS had expanded throughout most of the country.

Children growing up in 1960s Australia had been watching **multicultural** television without the term ever being used. Channel Nine had started showing a Japanese series called *The Samurai* in 1964 to cash in on the interest generated by the forthcoming Olympic Games in Tokyo. It invited viewers to write in if they wished to see more episodes and were deluged with positive replies. *The Samurai* became a massive hit in Australia. The sight of children jumping from trees while flinging imaginary star knives became commonplace, as Australian viewers were introduced to the intricacies of medieval Japanese society.

The success of *The Samurai* revealed the generation gap as vividly as rock music had. For older people in Australian society, World War II had finished fewer than 20 years earlier, and inviting Japanese culture onto Australian television was unimaginable. For children brought up in the Cold War, however, the **communist** Russians were a more logical enemy than the Japanese; and Shintaro, hero of *The Samurai*, became a major popular culture figure in Australia.

multicultural
when several different cultures coexist peacefully and equitably in a single country; a policy of multiculturalism aims to achieve a society in which a range of different cultures are made to feel included, accommodated and protected by law

communist
a supporter of communism, a way of organising a society in which the means of production (e.g. factories, farms and machinery) are publicly owned (by the state) and goods are distributed equally according to need

Source 11 A still from *Astro Boy* (in Japanese: *Tetsuwan Atomu*, literally meaning 'Mighty Atom'), 1963

Japanese anime was also introduced to Australian television viewers in the 1960s. *Astro Boy* was a mid-1960s favourite, and the Japanese-style drawing marked it as significantly different from the traditional American cartoons that were the staple of most afternoon television (see Source 11). Its futuristic plot – set in the year 2000, where robots and humans coexist peacefully – had resonance in the Cold War-influenced world in which Australian children were growing up.

The theme of cooperation was echoed in the other Japanese cartoon series to be a 1960s hit in Australia, *The Adventures of Kimba the White Lion*. By the time *Sailor Moon* arrived on Australian television screens in the 1990s, Australian viewers had long accepted anime as a form of television popular culture.

Pay TV

The early 1990s saw two major changes to the Australian television landscape. A policy introduced by the Hawke government meant that regional areas suddenly had access to three commercial channels rather than one. This meant that, for the first time, regional Australia was able to view virtually the same programs as people living in major cities.

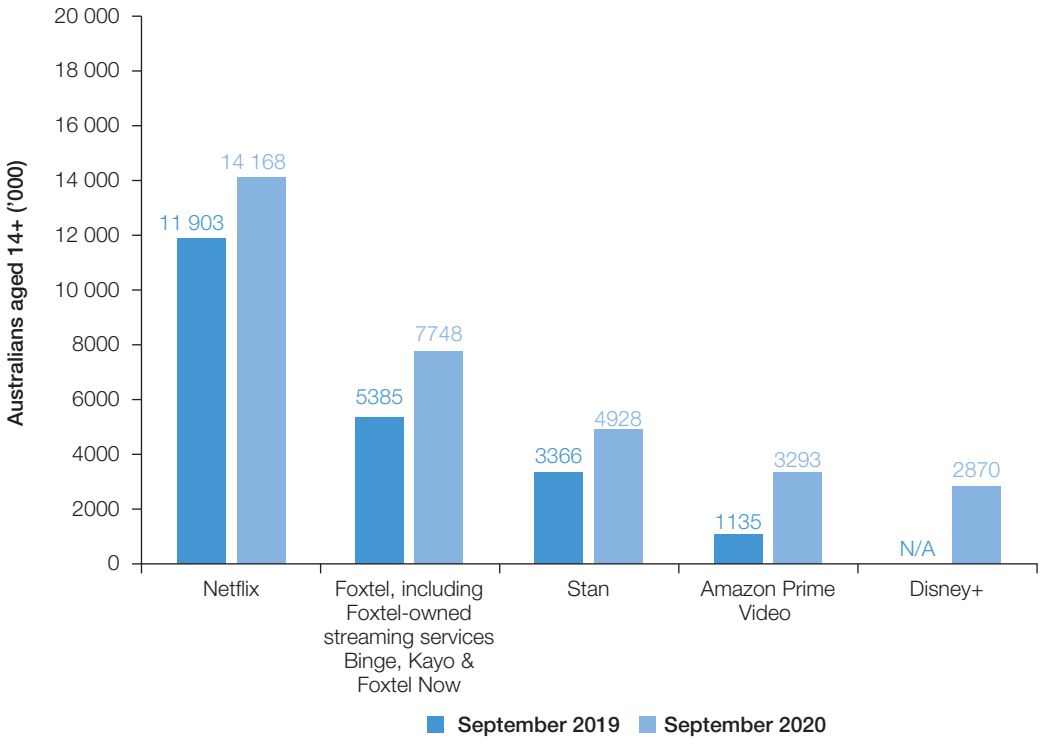
The other change was the introduction of subscription television, or Pay TV. The idea of paying for extra services was a major change to the way Australians viewed television. Paying for something that had always been free (except for television licences, which had been removed in 1974 by the Whitlam government) went against the general Australian understanding of the medium.

The first Australian Pay TV provider was Galaxy, which began in 1995. Foxtel, Optus and Austar were introduced to the market in 1995, and by 1998 Foxtel had absorbed Galaxy. The first major impact of Pay TV was the Rugby League dispute known as the 'Super League war'. Rugby League had proved a popular sport on television, and Rupert Murdoch's News Ltd realised it would be a key to the company's investment in Foxtel being profitable. In an attempt to secure exclusive broadcast rights, News Ltd secretly signed clubs and players to create a breakaway competition. Court action during 1995 and 1996 failed to resolve the dispute, and two Rugby League competitions existed in 1997. The warring parties came together in 1998, with News Ltd gaining a 50 per cent partnership in the running of Rugby League, as well as obtaining broadcast rights for most games for the Foxtel network.

Online streaming television and movie services

In 2015, a number of new video-on-demand services launched in Australia – once again changing the media landscape. Providers such as Netflix, Stan, YouTube Red and Foxtel Now offer a different kind of experience to more established Pay TV models. These services enable viewers to stream video content via their televisions and a range of other devices (such as tablets and mobile phones), and to access a large bank of content for a single monthly fee. Many of these services do not require customers to sign up for a minimum contract period.

In 2020, during the coronavirus pandemic, popularity in streaming services skyrocketed as many states in Australia experienced long, government-enforced lockdowns to help combat the spread of the virus. Source 12 shows the jump in streaming subscriptions between September 2019 – when they had already reached huge popularity – and September 2020, when many Australians were staying home during the pandemic.



Source 12 Number of users per subscription services in Australia, 2019–20

The free-to-air television revolution

Quiz me!
A quick quiz on changes in the television industry

The Australian Government committed the country to a digital-only television platform by mid-2010. This was a new means of broadcasting that was slowly implemented across the country from 1 January 2001. Digital broadcasting meant higher-quality image and sound, as well as additional channels. Free-to-air stations were given the opportunity to broadcast smaller niche channels, and each commercial network has developed a number of spinoff channels. The Ten Network, for example, launched One (a lifestyle channel), Eleven (a comedy channel) and TVSN (a shopping channel). At the same time, the Seven Network launched 7mate (aimed at males aged from 16 to 49), as well as 7TWO and 7flix (a movie channel). The ABC launched a 24-hour news channel and ABC Kids (a channel aimed purely at children).

13.10 CHECK YOUR LEARNING

Review and understand

1. **Explain** why the development of communication satellites was so important for Australian television.
2. **Identify** the first sporting event broadcast live in Australia.
3. **Identify** the hero of the 1960s television show *The Samurai.*
4. **Identify** the two sports that had major splits over the purchase of television rights.

Apply and analyse

5. **Examine** Source 12.
   - a **Describe** the trend in this graph.
   - b **Explain** the reasons for this trend.
6. Explain why sport is so important to Australian television. Use examples to **justify** your response.
7. **Explain** how 1960s Australian children's television showed that there was a generation gap in Australian society.

Evaluate and create

8. As a class, **discuss** which events you think should be guaranteed free-to-air television broadcasting.

13B RICH TASK

Quizlet
Revise the key terms you have learnt so far.

Singles charts

Singles charts have been around for almost as long as there has been recorded music. Rock'n'roll record charts are a very useful primary source for historians as they can give a valuable insight into what was popular at a particular time. Like all sources, they have to be interpreted.

In 1966 the Melbourne pop music newspaper, *Go-Set*, introduced the first national Top 40 song charts in Australia. By doing so, *Go-Set* helped young people stay entertained and informed about the latest news in the popular culture scene.

The *Go-Set* charts were succeeded in 1974 by the Kent Music Report, which published national Top 100 charts. In 1988 these charts were taken on by the Australian Recording Industry Association (ARIA), which continues to publish charts today.

By using sales data from radio stations and retail stores, singles charts are an accurate way of keeping track of the most popular music from a particular time in history. However, songs that were extremely popular in their time do not always seem so significant years later.

In 1980, Australian singer Joe Dolce's single, 'Shaddap You Face', went to Number 1 on the Australian pop charts. It eventually sold more than 350 000 copies Australia-wide and was the most successful Australian-produced single for 33 years. Despite this, many people born in the years since 'Shaddap You Face' was released have never heard it played.

By contrast, Australian rock band Cold Chisel's song 'Khe Sanh' peaked at Number 41 on the national charts when it was released in 1978. In the decades since, its significance as a song about a Vietnam War veteran trying to cope with Australian life has been increasingly recognised. It is commonly heard in music venues and on the radio.

Source 13 Joe Dolce's 1980 single, 'Shaddap You Face', went to Number 1 on the Australian pop charts.

Source 14 *Go-Set* Australian Top 20, 17 August 1974

Source 15 ARIA Australian Top 15, March 2021

1	Without You – The Kid Laroi	(AUS)
2	Fly Away – Tones And I	(AUS)
3	So Done – The Kid Laroi	(AUS)
4	Astronaut In the Ocean – Masked Wolf	(AUS)
5	Booster Seat – Spacey Jane	(AUS)
6	Love Songs Ain't for Us – Amy Shark Feat. Keith Urban	(AUS)
7	Josh – Peach PRC	(AUS)
8	Dance Monkey – Tones and I	(AUS)
9	One Too Many – Keith Urban & P!nk	(AUS)
10	Send It! - Hooligan Hefs	(AUS)
11	This City – Sam Fischer	(AUS)
12	What Other People Say – Sam Fischer & Demi Lovato	(AUS)
13	Youngblood – 5 Seconds Of Summer	(AUS)
14	Be Alright – Dean Lewis	(AUS)
15	The Difference – Flume Feat. Toro y Moi	(AUS)

KEY SKILL
Analysing sources

Identifying and analysing the perspectives of people from the past

Primary and secondary sources reflect and represent many different perspectives, points of view, attitudes and values. People who create sources are influenced by their gender, age, family and cultural background, education, religion, values and political beliefs, life experiences and the time in which they live. It is the historian's job to make sure that they consider a range of perspectives in their investigations, allowing more voices to be heard and a more complete picture to be formed. Identifying and analysing the perspectives of different people is a very important historical skill. To do this, you need to understand the social, cultural and emotional contexts and factors that shaped people's lives and actions in the past.

Follow these steps when applying this skill:

Step 1 Identify a historical issue around which there may be different opinions or interpretations.

Step 2 List the various groups and/or people who may have been involved in or affected by this issue.

Step 3 Identify their role or position in society.

Step 4 Locate some primary sources that provide evidence about their point of view or opinion on the issue.

Step 5 Analyse each source, using the following questions as a guide:

- Why was the source written or produced?
- Who was the intended audience of the source? Was it meant for one person's eyes, or for the public? How does that affect the source?
- What was the author's message or argument? What were they trying to get across? Is the message explicit (obvious), or are there implicit (subtle) messages as well?
- How does the author try to get the message across? For example, do they give a detached, balanced account, or is it biased for or against the issue?
- Compared to what we face today, what relevant circumstances and experiences were different for the author of the source in the past? (Some examples might include religion, economy, family life, technology, etc.)

For more information on this key skill, refer to page 236 of 'The history toolkit'.

Practise the skill

1 **Explain** why the singles charts are primary sources.

2 Select and listen to three songs from each of the charts in Sources 14 and 15. Use the steps above to answer the following questions. Write one or two paragraphs for each.

   a **Explain** how singles charts help us to learn more about the perspectives of people from the past.

   b **Evaluate** what limitations singles charts present to anyone seeking to make conclusions about cultural perspectives.

Extend your understanding

Refer once again to the two singles charts provided in Sources 14 and 15, and use the information you have learnt in this chapter to complete the following:

1 **Identify** the elements of continuity and the elements of cultural change that have occurred between the two charts. (see page 233 of 'The history toolkit' for more on identifying continuity and change).

2 **Explain** how a historian investigating the impact of American and British popular culture on Australia could use these sources.

13.11 Australian music goes global

In this topic, you will:

» investigate the contribution of the Australian rock'n'roll industry to the world.

Rock'n'roll established itself as a significant part of Australian popular culture by the late 1950s (see topic 13.8). It quickly became associated with teenagers, and the challenge was whether it would be able to change and adapt as these teenagers grew older.

The first wave of Australian rock'n'rollers, who followed Johnny O'Keefe's example in the 1957–63 period, stayed in Australia. Rock'n'roll was still considered a novelty, and many musicians were amazed they could get paid for having such fun. The Beatles and other bands made famous during the beat boom of the 1960s made rock'n'roll an international business and broke the American monopoly on originality. The explosion of Australian acts after The Beatles' tour of Australia in 1964 developed a uniquely Australian take on rock'n'roll.

KEY CONCEPT
Significance

The Easybeats

The Easybeats are regarded by many as the greatest Australian rock'n'roll band of the 1960s. The band formed at Villawood Migrant Hostel in Sydney. After becoming the biggest band in Australia in 1965, they travelled to England in search of international success.

In 1966, they recorded 'Friday on My Mind' in London. The song reached the Top 10 in England and the Top 20 in the United States, and it made The Easybeats major European stars. The song is still played regularly on many classic hits radio stations across America, and was a feature of the 2009 British film, *The Boat that Rocked*, about a pirate radio station in the 1960s.

Arguably the greatest recognition of the song's impact on a global stage was a tribute found on Bruce Springsteen's 1980 album, *The River*. At the end of the second verse of the popular song 'Out in the Street', Springsteen sings the words: 'I've already got Friday on my mind'. For an artist with Springsteen's deep understanding of rock'n'roll history, this showed just what a major contribution The Easybeats made to international popular culture.

For more information on this key concept, refer to page 225 of 'The history toolkit'.

Source 1 Australian rock band The Easybeats, 17 November 1966

Widespread success

The significant contribution that Australian music has made to international popular culture was not always reflected in record sales. For example, Brisbane band The Go-Betweens became the favourite band of music lovers across three continents without ever having a major hit record. Bands such as Men at Work, INXS and Midnight Oil certainly sold more records internationally, but The Go-Betweens, whose music was described as 'striped sunlight sound', took Brisbane to the world. Despite this, the desire to achieve overseas success has continued to drive Australian acts to this day.

International success can be measured in record sales, as was the case with Savage Garden, who dominated late 1990s charts in the United States and Britain. A sell-out concert at a key venue is another measure of cultural achievement. INXS at Wembley Stadium in London in 1991 and the John Butler Trio in 2010 at Red Rocks in Colorado are two examples.

It has been a continuity in Australian cultural life that overseas success is widely regarded as the measure of 'making it'. Australian artists such as The Teskey Brothers and Gang of Youths (see Source 3) have revealed how strongly that desire still burns; for example, in 2019 Gang of Youths signed with the British label Warner Brothers Music.

Australian music continues to make a significant international contribution to the popular culture of rock'n'roll.

Source 2 Daniel Jones and Darren Hayes of Savage Garden perform at the Melbourne Glasshouse, 1998.

Source 3 Sydney indie rock band, Gang of Youths, are taking Australian popular music to the world.

13.11 CHECK YOUR LEARNING

Review and understand

1. **Identify** Australian musicians who achieved international success in the 1960s, 1990s and 2000s.
2. **Identify** which Bruce Springsteen song is linked to The Easybeats' 'Friday on My Mind'.
3. **Explain** ways international success for Australian musicians can be measured.

Evaluate and create

4. **Research** the career of one of the following: The Easybeats, The Twilights or Normie Rowe. Analyse their significance in Australian cultural history.
5. With a partner, **discuss** the suggestion that music is Australia's most significant cultural export since World War II.

Quiz me!
A quick quiz on Australian music going global

13.12 Significant individuals: The Go-Betweens

In this topic, you will:

» analyse the significance of the Go-Betweens in Australian popular culture.

The Go-Betweens' story started in Brisbane, when university students Robert Forster and Grant McLennan met in 1977. A shared interest in popular culture, particularly American music and film, led to the formation of the Go-Betweens in 1978.

Political climate in Brisbane

Brisbane at this time was quite conservative, and the atmosphere there contributed to the band's decision to move overseas. The Queensland Government of Joh Bjelke-Petersen (who was premier from 1968 to 1987) was well known for suppressing opposition political activity. As premier, Bjelke-Petersen extended the rights of police to deal with any dissent. Young people and Aboriginal and Torres Strait Islander Australians were specific targets, and creative artists such as The Go-Betweens found it easier and safer to leave Brisbane. (The Fitzgerald Inquiry of 1987–89 later found a number of police and government ministers to be corrupt.)

Quiz me!
A quick quiz on the Go-Betweens

Early successes

In 1980, Forster and McLennan were joined by Lindy Morrison on drums, Robert Vickers on bass guitar and Amanda Brown on oboe, violin and guitar. The Go-Betweens moved to Melbourne, and then England, where their second album, *Before Hollywood*, was recorded in 1983. A series of critically acclaimed albums followed in the 1980s. Based in London for most of the decade, the band toured constantly, expanding their base of supporters from Europe to include North America. The final album of the original band was *16 Lovers Lane,* released in 1988, which saw their greatest commercial success with the single 'Streets of Your Town'. The group disbanded in 1989, but Forster and McLennan continued to occasionally perform together at a variety of venues around the world.

A new line-up of The Go-Betweens emerged in 2000, and a further three albums were released. Their final album, *Oceans Apart*, received an ARIA award in 2005.

Forster formally disbanded the band after McLennan died in 2006, in Brisbane.

Source 4 The Go-Betweens' second single, 'People Say', released in 1979

Impact of The Go-Betweens

In terms of record sales, The Go-Betweens had minimal impact on world popular culture. Yet there were messages from people in 18 different countries on the band's website after the death of McLennan. That alone indicates the impact they had on individuals on a global scale.

To understand the true impact of The Go-Betweens, however, it is important to consider their influence on other artists. Obvious tributes included a Swedish rock band called Kent playing The Go-Betweens' song 'Quiet Heart' as a tribute to McLennan at a Swedish festival; the Splendour in the Grass Festival naming one of its performance sites the G. W. McLennan Tent; and a new bridge across the Brisbane River, which opened in 2010, being called the Go-Between Bridge, after a public competition to choose the name.

All these examples suggest a band that had a major effect. However, Robert Christgau's 2000 proclamation in New York's influential alternative newspaper *Village Voice*, that 'Robert Forster and Grant McLennan are the greatest songwriting partnership working today', illustrated their ongoing contribution at the highest level. Christgau is widely regarded as an important rock critic, and no Australian musical act had ever received such extravagant praise in such an important publication. Even the American television show *24* included a company called McLennan-Forster as a tribute to the band.

When U2 started the final leg of their *Vertigo* tour in Brisbane in 2006, they dedicated the show to McLennan. Bono sang 'Streets of Your Town' twice during each concert, moving smoothly into the song during both 'Elevation' and 'Where the Streets Have No Name'. U2 also have The Go-Betweens' 1982 song 'Cattle and Cane' on their list of the greatest rock'n'roll songs of all time.

Source 5 The Go-Betweens in 1988 – (from left to right) Amanda Brown, John Wilsteed, Grant McLennan, Robert Forster and Lindy Morrison

Source 6 Surviving members of The Go-Betweens, with Brisbane Mayor Campbell Newman (second from left), walk across the Go-Between Bridge in inner-city Brisbane in 2010, which was named in their honour.

13.12 CHECK YOUR LEARNING

Review and understand

1 **Outline** what Robert Forster and Grant McLennan had in common.

2 **Explain** what made The Go-Betweens leave Brisbane.

3 **Identify** the song that was The Go-Betweens' greatest success.

Apply and analyse

4 **Explain** why U2 dedicated their 2006 show in Brisbane to McLennan.

5 a **Outline** what evidence there is to support the view that The Go-Betweens had a major impact on popular culture on an international level.

b Using the evidence that you outlined in question 5a, **analyse** the significance of The Go-Betweens.

13.13 Australian film goes global

In this topic, you will:

» investigate the contribution of the Australian film industry to the world.

Since the New Wave of the 1970s (see Rich task 13C), Australian film has helped establish a vision of Australia for many people overseas. The use of *Crocodile Dundee* star Paul Hogan in tourism advertisements helped ensure the connection between film and a national image.

In 1986 *Crocodile Dundee* became the highest-grossing Australian film of all time because of its international success (until 2015, when it was overtaken by *Mad Max: Fury Road:* see topic 13.9 on page 13.26). Its celebration of Australia as a laid-back culture with a vast outback full of strange wildlife and interesting characters became a highly marketable vision of the country. In 1994 came *The Adventures of Priscilla, Queen of the Desert* (see Source 7), which also brought Australia's outback scenery onto the screen. While the film was both praised and criticised for its presentation of LGBTQIA+ characters, its positive depiction of drag queens certainly helped to make it a significant film and contributed to its international success.

The film gave rise to a musical version, *Priscilla Queen of the Desert*, in 2006. This was another example of popular culture changing and evolving over time, and marked a further Australian contribution to international popular culture. The show, based on the film, has mounted successful productions in London, Toronto and New York. The film had won an Academy Award for costume design, and the Broadway production in New York won a Tony Award in the same category in 2011.

Source 7 A still from *The Adventures of Priscilla, Queen of the Desert*, 1994, starring Hugo Weaving, Terence Stamp and Guy Pearce

Gallipoli

The 1981 film *Gallipoli* was a major example of the revival of the Australian film industry. Directed by Peter Weir, and starring Mark Lee and Mel Gibson, it not only dramatised the role of Australian troops at Gallipoli, but also linked the Australian soldiers to Australian cultural values such as mateship, larrikinism and a disdain of authority.

The film focused on Western Australian members of the Australian Light Horse enlisting, training in Egypt and finally participating in World War I. It showed the attempt to capture The Nek on the Gallipoli Peninsula from the Turks. Written by playwright David Williamson, it placed the blame for the needless slaughter of Australian troops firmly on the shoulders of the British leadership.

Gallipoli has been criticised for historical inaccuracies, including: The Nek was a diversion for New Zealand troops, not the British; other groups such as the Royal Welsh Fusiliers also suffered losses trying to support the Australians at The Nek; and the failure to call off the attack was an Australian, not a British decision.

This film has proved just how influential popular culture can be. Despite the inaccuracies mentioned above, it has been a staple of high school history lessons since its release. More broadly, it has contributed to the elevation of Gallipoli as the most significant campaign of World War I for Australia, despite its unsuccessful outcome and the far greater losses – and higher stakes – on the Western Front in France.

By linking the Gallipoli campaign so closely to Australian identity and values, such as mateship, the film also fostered the politicisation of the Gallipoli campaign; that is, it caused it to become political in character. Before 1981, it was an important part of Australia's historical story, but it was not politicised. In 1990, Prime Minister Bob Hawke travelled to Gallipoli for a dawn service with veterans and called the site 'a part of Australia'. Prime Minister John Howard visited Gallipoli in 2000 and 2005, although his 2005 visit attracted criticism because of his decision to attend a barbecue with Australian soldiers on the beach rather than attend the New Zealand service.

continued on next page

Source 8 *Gallipoli*, 1981, starring Mark Lee and Mel Gibson

KEY CONCEPT
Significance

Quiz me!
A quick quiz on Australian film going global

continued from previous page

The downplaying of the New Zealand contribution to the ANZAC legend and the criticism of British leaders have been two aspects of the politicisation of the Gallipoli campaign since the release of the film in 1981. Former Prime Minister Paul Keating ignited further controversy in 2008 when he said:

> the truth is that Gallipoli was shocking for us. Dragged into service by the imperial government in an ill-conceived and poorly executed campaign, we were cut to ribbons and dispatched – and none of it in the defence of Australia.

At the time, he was widely criticised, despite the fact that he was expressing a sentiment that was common in the 1970s.

Perhaps the best evidence of the significance of the film is that it was denied government funding at the time because it was seen as 'uncommercial'. A decade after its release, the Australian Government started the process of linking Gallipoli, Anzac Day and Australian identity tightly together with the dawn services.

For more information on this key concept, refer to page 225 of 'The history toolkit'.

13.13 CHECK YOUR LEARNING

Review and understand

1. **Describe** the image of Australia the films mentioned in this topic portray.
2. **Identify** the director, main actors and writer of the 1981 film Gallipoli.

Apply and analyse

3. **Propose** (put forward) two reasons why linking films and tourist advertisements (as with *Crocodile Dundee*) is a way to encourage tourism in Australia.
4. a **Explain** why *The Adventures of Priscilla, Queen of the Desert* was criticised when it was released in 1994.
   b With reference to the historical concept of continuity and change, **suggest** how the film would be received today. (see page 224 of 'The history toolkit' for more on continuity and change).

Evaluate and create

5. **Evaluate** whether you think the film *Gallipoli* did or did not change attitudes to the Gallipoli campaign.
6. 'Films such as *Gallipoli* do not always need to be historically accurate.' **To what extent** do you agree with this? A lot (strongly), a little bit (somewhat) or not at all? Write a short paragraph explaining your position.

13.14 Australian television goes global

In this topic, you will:

» investigate the contribution of the Australian television industry to the world.

Australian television suffered initially because of the Menzies government's decision to not require a quota of locally produced shows when television was launched in 1956 (see topic 13.6). As a result, Australian television was filled by American and, to a lesser extent, British popular culture. Despite occasional hit shows – and moments of real originality, such as *The Mavis Bramston Show* in the 1960s – it is difficult to talk about an Australian industry with the potential to contribute globally until the 1980s.

Skippy the Bush Kangaroo

Australians had finally accepted Australian stories on television with the success of *Bellbird* from 1967, and the great soapie boom of the 1970s with *Number 96*, *The Box*, *The Sullivans* and *The Restless Years*. *Skippy the Bush Kangaroo*, which was made in Sydney between 1966 and 1968, went international. The stories of the adventures of an incredibly perceptive kangaroo who guided her human friends to safety and captured baddies with ease presented a distinctly Australian vision to the world.

Skippy's international success was unique at the time. It was sold to the United States and Canada, was translated into Spanish and was sold throughout Latin America, where it gave many people their only knowledge of Australia. It was sold in countries as culturally diverse as Spain and Iran. The one country *Skippy* could not get into was Sweden, where authorities refused to show it because they were afraid it would give children false ideas about the capabilities of animals.

Source 9 Garry Pankhurst as Sonny Hammond with Skippy in a scene from *Skippy the Bush Kangaroo*

From *Prisoner* to *Bluey*

Quiz me!
A quick quiz on Australian television going global

While Australian music and film had made inroads into the American market, Australian television had traditionally been more closely linked to Britain. Culturally, Australia's ties to Britain had always been strong, and a shared sense of humour often meant that British and Australian shows were incomprehensible to American audiences.

The premiere of *Prisoner* in 1979 was the start of Australia producing shows that had some potential to influence the global marketplace. *Prisoner* ran until 1986 in Australia, and developed strong audiences internationally, particularly in Britain and Sweden. Set in a women's prison, it often dealt with controversial social topics such as sexuality, drugs and domestic violence. Despite its often grim content, *Prisoner* generated at least two different stage productions in Britain. In 2013, it was rebooted as *Wentworth*. *Wentworth* is a modern retelling of *Prisoner* and it ran for eight seasons.

The success of *Prisoner* paved the way for the *Neighbours* and *Home and Away* phenomenon that began in the 1980s (see topic 13.7). The attractiveness of the Australian lifestyle depicted in these two shows helped boost their popularity in the gloomier climates of northern Europe.

In 2005, comedian Chris Lilley's mockumentary *We Can Be Heroes* appeared on the ABC. It was followed in 2007 with *Summer Heights High*. Both shows created controversial but memorable characters who reflected aspects of the 'typical Australian'. They were sold to overseas markets, including the United States and Britain, and *Summer Heights High* reached markets as far afield as Togo and Kenya. The international success of these shows helped finance Lilley's third show, *Angry Boys,* which premiered in Australia in 2011. With guaranteed airplay in the major markets of the United States and Britain, as well as New Zealand, *Angry Boys* was an important contributor to international popular culture. In recent years, however, Lilley has been criticised for certain characterisations in his shows, particularly those involving race and ethnicity. In 2020, Netflix removed all the shows mentioned above from its platform.

A more recent Australian export to the United States, Britain and China is *Bluey* (see Source 10). This Brisbane-made children's television series first aired in 2018, amassing an impressive 261 million views on ABC iView (the ABC's digital streaming platform). The show has been widely praised for the way in which it tackles real-world issues, including recycling, smartphones and gender stereotypes. Although aimed at five-to-seven-year-olds, *Bluey* is widely loved by people of all ages. In 2019, a deal between BBC Studios and Disney allowed the show to be streamed internationally. In the first three months of 2020, season one of *Bluey* was viewed 15.6 million times from the United States, Britain, the Middle East and Latin America. In 2019 it received the Logie Award for Most Outstanding Children's Program and an International Emmy Kids Award in the preschool category.

Source 10 A still from *Bluey*

KEY CONCEPT
Significance

Kath & Kim

Kath & Kim is an Australian sitcom that ran for four seasons and spawned two films, *Da Kath & Kim Code* (2005) and *Kath & Kimderella* (2012). The show focuses on the lives of Kath, an optimistic middle-aged mum, and Kim, her self-centred adult daughter who moves home suddenly after leaving her husband. The show follows their day-to-day exploits with family and friends, including Kath's 'great hunk-a-spunk' partner Kel, Kim's sporty 'second-best friend' Sharon, and Kim's dopey husband Brett.

The show premiered on the ABC in 2002 and was immediately met with acclaim in Australia. Audiences fell in love with the honest observations of Australian culture that the show offered. It is particularly loved for its use of language, including the famous phrases 'look at me' (pronounced 'moooiyy') and 'it's "noice", it's different, it's unusual'. *Kath & Kim* is credited with coining the phrase 'muffin-top' in relation to the section of stomach that hangs over Kim's low-rise jeans. Famous guests appeared throughout the show's four-season run, including Kylie Minogue, Geoffrey Rush, Eric Bana, Michael Buble and Shane Warne.

In 2008, *Kath & Kim* was remade for American audiences. The show's success in European markets had alerted the Americans to its potential, but they felt that it must be remade because of the inherent Australianness of the show. Producers thought that the Australian slang and humour would make it incomprehensible in the United States. However, the American version lasted only one season, and was a failure both in the United States and when shown on Australian television.

Kath & Kim is undoubtedly one of the most culturally significant television shows to have been created in Australia. Today, new generations of fans are discovering the show, thanks to its availability via streaming services such as Netflix.

For more information on this key concept, refer to page 225 of 'The history toolkit'.

Source 11 Jane Turner and Gina Riley as Kath and Kim

13.14 CHECK YOUR LEARNING

Review and understand

1. **Identify** the first Australian television show to have any real impact internationally.
2. **Outline** why Sweden refused to show *Skippy*.

Apply and analyse

3. **Explain** what enabled *Bluey* to be easily accessible internationally.
4. In 2020, amid the global Black Lives Matter protests, Chris Lilley's television shows were removed from Netflix. **Suggest** two reasons why you think this occurred.

Evaluate and create

5. **Evaluate** the impact of *Kath & Kim* on Australian popular culture.
6. Research popular phrases from *Kath & Kim*. In pairs, **discuss** how many of them you already know and what this tells you about the significance of the show.

13.15 Australian sport goes global

In this topic, you will:

» explore the contribution of the Australian sporting industry to the world.

Sport has often been seen as one way Australia can 'make a splash' on the world stage. For example, the Australian Cricket Team dominated international cricket for much of the 1990s and 2000s, and contributed a great deal to the sport in terms of preparation, professionalism and developing technology. Australia has led the world in presenting cricket as a television sport to a mass audience. These innovations had a particular influence in South Asia, where the broadcasting of cricket is a highly valued marketing opportunity.

Source 12 Members of the Australian Cricket Team celebrate their victory in the International Cricket Council (ICC) World Cup in 2015 – once again proving Australia's dominance in international cricket.

Australia plays 'the world game'

Football (traditionally known in Australia as soccer) is often referred to as 'the world game'. The Fédération Internationale de Football Association (FIFA) has more than 200 member associations and it is estimated that the FIFA World Cup has over 3 billion followers worldwide.

The first recorded soccer game was played in Australia in 1879. In the twentieth century, soccer was largely regarded as a 'migrant sport', meaning that only people from overseas played it. Ironically, however, after World War II the composition of the various soccer competitions was a more accurate reflection of the Australian population than any other sport. As a nation built on migration, soccer represented the greatest opportunity for any single sport to truly represent modern Australia.

The Socceroos

In 2005, a new national competition, the A-League, was launched as part of a rebranding of Australian soccer. 'Old soccer' became 'new football', and even the term 'Socceroos' was briefly abandoned. However, the public refused to let the name go and it was as the Socceroos that Australia attempted qualification for the 2006 World Cup, held in Germany.

To qualify for the World Cup, Australia had to defeat Uruguay in a two-legged qualification round. As two-time World Cup winners, Uruguay had a proud footballing heritage, and had knocked Australia out at the same stage of qualification in 2001.

Australia lost the first leg in Montevideo 1–0. The team flew back to Australia to play the game that would decide the final qualification spot for the 2006 World Cup. In front of more than 82 000 fans at Sydney's Olympic Stadium, Australia took an early lead with a goal

to Mark Bresciano. After extra time, a penalty shootout saw John Aloisi score the most famous goal in Australian football history. It secured Australia a spot in the World Cup.

The squad that represented Australia against Uruguay mirrored the audience that cheered them on in the stadium and on television. Although all proudly Australian, the team represented the postwar Australian migration boom. There were Australians of Croatian, German, Slovenian, Italian, Samoan, English, Greek and New Zealand heritage.

The joy that greeted Australia's qualification represented recognition of the unique role football plays in Australian society. As the most popular sport to play, it also captured the aspirations of a multicultural Australia in a way no other component of Australian society has.

Source 13 Members of the Socceroos celebrate a victory in the 2015 AFC Asian Cup, which Australia hosted.

The Matildas

The Matildas is the name given to the Australian women's football (soccer) team, which was formed in 1978. Like many women's sporting teams, it has struggled for mainstream media attention. This was highlighted by the decision of the Matildas in 1998 to compile a nude calendar in an attempt to raise funds and lift the team's profile. Although this did generate media coverage to support the team's qualification for the 1999 World Cup, in some circles it was seen as demeaning and a setback for women's sport.

Source 14 Members of the Matildas playing against Japan in the final of the AFC Women's Asian Cup in Vietnam in 2014, where they placed second

The Matildas have had more success in World Cup competition than the Socceroos. The team has qualified for each Women's World Cup since 1995, and in 2020 they ranked seventh in the FIFA Women's World ranking. This followed the team's success in winning Australia's first major international football trophy, when they won the 2010 Asian Football Confederation (AFC) Women's Asian Cup. In the one genuine world team sport, the Matildas were the first Australian team to make such a significant impact by winning a major trophy. In 2023, Australia and New Zealand will host the Women's World Cup – the first to be held in the southern hemisphere.

Like their male counterparts, the Matildas reflect a modern, multicultural Australia. With exciting young players such as Servet Unzular, Leena Khamis and Samantha Kerr taking Australia onto the world stage in the world's game, it is a very different Australia to the one commonly portrayed in soapies. The heritage of these players represents the Australian story of migration, opportunity and achievement that our commitment to migration and multiculturalism has produced.

Worksheet
It's all about sport!

Quiz me!
A quick quiz on Australian sport going global

13.15 CHECK YOUR LEARNING

Review and understand

1 **List** the contributions that Australian cricket has made to the sport internationally.

Apply and analyse

2 **Explain** how the Socceroos and Matildas represent a modern Australia.

Evaluate and create

3 **Create** a campaign that could convince FIFA to award a future men's FIFA World Cup to Australia to host. For ideas, research the women's campaign, which successfully won the bid to host the women's World Cup in 2023.

13C RICH TASK

Quizlet
Revise the key terms you have learnt so far.

'Ozploitation'

The Australian New Wave movement of the early 1970s through to the mid-1980s marked the revival of Australian cinema (see topic 13.6). Nearly 400 movies were produced during these years – more than had ever been made in the history of the Australian film industry. The Australian New Wave movement is best remembered for critically acclaimed movies such as *Picnic at Hanging Rock* (1975) and *Gallipoli* (1981). However, at the same time, a series of low-budget B-grade movies were being produced.

These films took advantage of the introduction in 1971 of the R-rating (restricting movies to people aged 18 years and older). They exploited themes such as sex, nudity, horror, adrenalin-fuelled action and car chases, and 'ocker' comedy in order to excite audiences. Many became box office hits. Hollywood director Quentin Tarantino became a fan of Australian 'exploitation films', such as *Patrick* (1978) and *Mad Max* (1979). In a 2008 documentary, *Not Quite Hollywood*, Tarantino used the term 'Aussiesploitation' to describe these films. This was later shortened to 'Ozploitation'. Tarantino even cited *Patrick* – a horror film about a coma patient with psychic powers – as influencing his own blockbuster *Kill Bill* films (2003–04).

Often considered to be a smaller wave within the Australian New Wave movement, 'Ozploitation' films are today remembered as some of the most defining artefacts of Australian popular culture.

Source 15 Mel Gibson in *Mad Max*

Source 16

> I always remember that actor [Robert Thompson, who played the title role in *Patrick*]. I thought he was amazing looking, with his eyes wide open and everything, and in the original script [for *Kill Bill*] I had it written like that. I showed it to Uma [Thurman], and she goes 'I'm not gonna do that', and I go 'Why?' She goes 'You wouldn't have your eyes wide open like that if you were in a coma. That's not realistic.'
>
> And I go 'Actually, I never thought was it realistic or not, it's just *Patrick* did it, and it looked really cool!'
>
> Extract from an interview with Quentin Tarantino, taken from the documentary *Not Quite Hollywood*, 2008

Source 17 Director Quentin Tarantino was heavily influenced by 'Ozploitation' films such as *Patrick* (1978) when writing and filming the *Kill Bill* films (2003–04), starring Uma Thurman.

KEY SKILL
Asking questions & conducting research

Locating and evaluating relevant sources using ICT

Being able to locate relevant primary and secondary sources using the internet is an important historical skill. However, not all information you find on the internet is necessarily true, accurate, reliable or credible. You need to be able to evaluate the reliability and credibility of the information you find. Use the following steps to apply this skill:

Step 1 Identify key words related to your topic and type these into a search engine. (Use only key words – do not type in whole sentences or questions.)

Step 2 Add further relevant key words to refine your search.

Step 3 Assess the reliability of each site by asking yourself the following questions:

- Who is the author or creator? If it is an individual, does this person have credentials listed (for example, a degree or title?) If it is an organisation, is it a reputable organisation such as a government or university department?
- What is the purpose of the website? Is it trying to inform, persuade or sell?
- Is the site objective? Is the author biased?
- Is the information accurate? Can the information be verified?
- Does the site contain spelling mistakes or grammatical errors? (If so, this is usually an indication that the site is not particularly reliable.)
- Is the information current? Can you find evidence of recent updates?

For more information on this key skill, refer to page 227 of 'The history toolkit'.

Practise the skill

1 Using the steps outlined above, locate and **identify** relevant, credible and reliable source material about the making and reception of:
   a three Australian Ozploitation films released between 1971 and 1985
   b three other Australian films of the New Wave era.

2 Record the key points in a data chart like the one below. Make sure you record the URLs of the sites you have used.

Extend your understanding

1 Refer to the information about Australian New Wave cinema in this chapter and use the internet to find posters of two highly acclaimed films from this era (for example, *Picnic at Hanging Rock* or *My Brilliant Career*). Write a report to **explain** how the different ways these films were promoted can help historians draw conclusions about the different perspectives of audiences at the time.

	Title	Budget	Distribution	Reception	Earnings	URLs of websites
Ozploitation films						
Film 1						
Film 2						
Film 3						
Australian New Wave films						
Film 1						
Film 2						
Film 3						

13 CHAPTER REVIEW

Review questions

13A How did developments in popular culture influence Australia after World War II?

1 **Explain** what popular culture is. (3 marks)

2 **Identify** two countries that influenced the development of Australia's popular culture after World War II. (1 mark)

3 **Propose** (put forward) which factor (for example, changes to radio, film, sport, music or television) was the most significant in developing Australia's popular culture. Provide an example to support your answer. (6 marks)

(Total: 10 marks)

13B How have the music, film and television industries in Australia changed since World War II?

1 Identify and **summarise** two styles of music that have been popular in Australia since World War II. (4 marks)

2 **Identify** the highest-grossing Australian film of all time. (1 mark)

3 **Analyse** continuities and changes in the Australian television industry since World War II. (5 marks)

(Total: 10 marks)

13C What contributions has Australia made to international popular culture?

1 **Identify** one example each of:
- a popular Australian band
- a popular Australian film
- a popular Australian television series

that Australia has exported to the world. (3 marks)

2 **List** four countries (or regions) that have been influenced by Australia's popular culture. (2 marks)

3 **Analyse** ways that Australia's sporting industry and achievements have contributed to international popular culture. (5 marks)

(Total: 10 marks)

Review activity

Read the text below, and answer the questions that follow.

Marvel Studios relocate to New South Wales

In 2017, Chris Hemsworth convinced Marvel Studios to shoot *Thor: Ragnarok* in Australia. The success of this film, and the global impact of the coronavirus pandemic, convinced Marvel in early 2021 to relocate its headquarters from the United States to Australia for the next five years.

The New South Wales Government predicts that more than $100 million will be spent on production and development on the east coast – which has been dubbed 'Hollywood 2.0' – and that 770 jobs will be created for local screen professionals.

'Hollywood 2.0' has already seen the production of Marvel's *Shang-Chi and the Legend of the Ten Rings* and *Thor: Love and Thunder*. In addition, Nicole Kidman's Hulu series *Nine Perfect Strangers* was filmed in Byron Bay.

The extent to which this will impact upon Australia's cultural identity is yet to be determined.

1. **Summarise** why Marvel Studios relocated to Australia. (2 marks)
2. **Determine** (decide) whether you believe the relocation of Marvel Studios will hinder or help the production of locally made Australian films, and explain why or why not. (4 marks)
3. **Determine** (decide) whether you believe the relocation of Marvel Studios will change Australia's film industry, and explain why or why not. (4 marks)
4. **Evaluate** the short-term and long-term effects of the relocation of Marvel Studios on Australian popular culture. (10 marks)

(Total: 20 marks)

Source 18 *Shang-Chi and the Legend of the Ten Rings* was produced in western Sydney. It features Marvel's first Asian superhero, Shang-Chi.

Source 19 Director Taika Waititi and actors Chris Hemsworth and Mark Ruffalo photographed in Sydney, 2017, where they were working on *Thor: Ragnarok*

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Chapter 13

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CHAPTER 14

The environment movement

Ever since people realised that the Industrial Revolution had caused changes to air quality in cities, we have slowly become aware of the delicate environmental balance on Earth. This awareness, together with a desire to preserve natural areas for future generations, was behind the first attempts to protect the environment in the 1800s.

Over time, the world's growing dependence on fossil fuels also contributed to a phenomenon called climate change. By the twenty-first century, governments and businesses were being pressured to adopt policies that promote environmentally friendly products and procedures.

Source 1 The global School Strike for Climate was started by Swedish teen activist Greta Thunberg in 2018. Here, young people in Sydney join in.

14A

How and why did the environment movement develop?

14B

What events led to growing environmental awareness?

14C

How have governments and activists around the world responded to environmental threats?

14.1 The environment movement: a timeline

Sequence this!
Key events in the environment movement

Protesters form a blockade to stop machinery getting to the proposed dam site on the Franklin River.

1824
A theory about a greenhouse effect is first suggested by French physicist Joseph Fourier. His work is extended by British physicist John Tyndall, who proves the existence of the greenhouse effect in 1858.

1852
Acid rain is identified as being a result of manufacturing processes.

1872
Yellowstone National Park, one of the first national parks in the world, is established in the United States. The Royal National Park (south of Sydney) is proclaimed in 1879.

1900
The world population reaches 1.6 billion.

1945
The first atomic bombs are dropped on Japan at the end of World War II.

1956
Britain begins to conduct nuclear testing in Maralinga, South Australia. This continues until 1957.

1962
The influential book *Silent Spring* is published, highlighting the damaging effects of pesticides on the environment.

1820 1870 1900 1940 1950 1960

Yellowstone National Park in the United States was one of the first national parks in the world.

A group of Greenpeace activists protesting against the nuclear testing in Amchitka, Alaska

Source 1 A timeline of some key events and developments regarding the environment movement

Workers recover and clean birds covered in crude oil after the *Exxon Valdez* oil spill.

Kangaroos flee from the 2019–20 Australian bushfires.

1968
The crew of *Apollo 8* orbit the moon and take the first photograph of an 'earthrise'.

1971
Greenpeace is established to protest nuclear testing in Alaska. Australia's first environment ministry is created.

1972
Lake Pedder, part of a national park, is destroyed after the building of several dams in south-western Tasmania. This leads to the formation of the world's first 'green' political party.

1983
People power saves the Lower Franklin River in Tasmania.

1986
The Chernobyl nuclear power plant goes into meltdown in Ukraine. The world's worst nuclear accident contaminates 24 000 square kilometres around the plant.

1989
The tanker *Exxon Valdez* spills more than 41 million litres of oil into the northern Pacific Ocean, near Alaska, destroying local wildlife.

1997
The Kyoto Protocol is developed at the United Nations Framework Convention on Climate Change.

2014
The dumping of 3 million cubic metres of sediment in the Great Barrier Reef Marine Park is approved by the Australian Government.

2015
The historic Paris Agreement is reached at the United Nations Framework Convention on Climate Change.

2018
In Sweden, ninth-grader Greta Thunberg begins School Strike for Climate by sitting outside the *Riksdag* (parliament) every day during school hours.

2019–20
A summer of bushfires in Australia leads to increased concern about the impact of climate change.

2020
The world population reaches 7.8 billion.

1970 1980 1990 2010 2020

14.1 CHECK YOUR LEARNING

Review and understand

1. **Identify** where and when one of the world's first national parks was proclaimed.
2. Identify when Greenpeace was founded and **outline** what prompted its creation.
3. **Identify** the site of the world's worst nuclear disaster.
4. **Identify** when the existence of the greenhouse effect was first proven.

Apply and analyse

5. **Compare** the world's population in 1900 and 2020. By what percentage has it increased?
6. **Suggest** why the UN has created more international agreements since the 1990s about protecting the environment.

14.2 The birth of the environment movement

In this topic, you will:

- outline the conditions that led to the environment movement
- analyse the historical impact of the pictures of the Earth taken during the *Apollo 8* mission.

On Christmas Eve in 1968, the three-man crew of *Apollo 8* became the first people to orbit the moon. When they came around from the dark side of the moon, they saw Earth rise as a single, fragile ball in space, just as we see the moon. William Anders, the pilot of the lunar module, took a photograph of an 'earthrise' (see Source 2). That image impressed upon many people the idea that the Earth was a small and vulnerable part of the universe. It emphasised how precarious and unique Earth's continued existence was. *Life* magazine commented on the 'earthrise' photograph, saying that it 'inspired contemplation of our fragile existence'.

Source 2 *Earthrise* – this well-known photograph of Earth, taken from space in 1968, changed how people perceived the planet.

Quiz me!
A quick quiz on the birth of the environment movement

environmentalism
a broad philosophy and social movement concerned with environmental protection

deforestation
the removal of trees and other plant life from a forested area, usually carried out to clear the land for farming

Much of what we now regard as **environmentalism** originated in the 1960s; but a study of the historical roots of environmental thought and action is essential to really understand what happened in that decade.

Concerns about the human impact on the environment are not new. There is evidence that as early as 6000 BCE, **deforestation** was contributing to the collapse of societies in the Middle East. By 200 BCE, the Greek physician Galen was observing copper miners and noting the danger of 'acid mists'.

Throughout history, there have been individuals and groups determined to protect their environment. One example is the Bishnois tribe of Rajasthan (a region in modern-day India) in the eighteenth century. The Bishnois linked environmental activism with strong spiritual beliefs. They worshipped nature, and their warrior heritage led to their aggressive protection of all living things.

In 1730, more than 300 Bishnois were massacred while protecting a grove of Khejri trees. A local king had needed wood to build a palace, and so he sent officials into Bishnois territory

to cut down a forest of Khejri trees. A Bishnois woman hugged a tree to protect it, saying that she would rather die than give up her beliefs, so a soldier cut her head off. Eventually, the king gave way to the Bishnois protesters, and today the Bishnois territory is a green oasis in a largely desert area.

Source 3 A Bishnois man meditates under a Jal tree. The tree is estimated to be 1000 years old.

The Industrial Revolution and environmental awareness

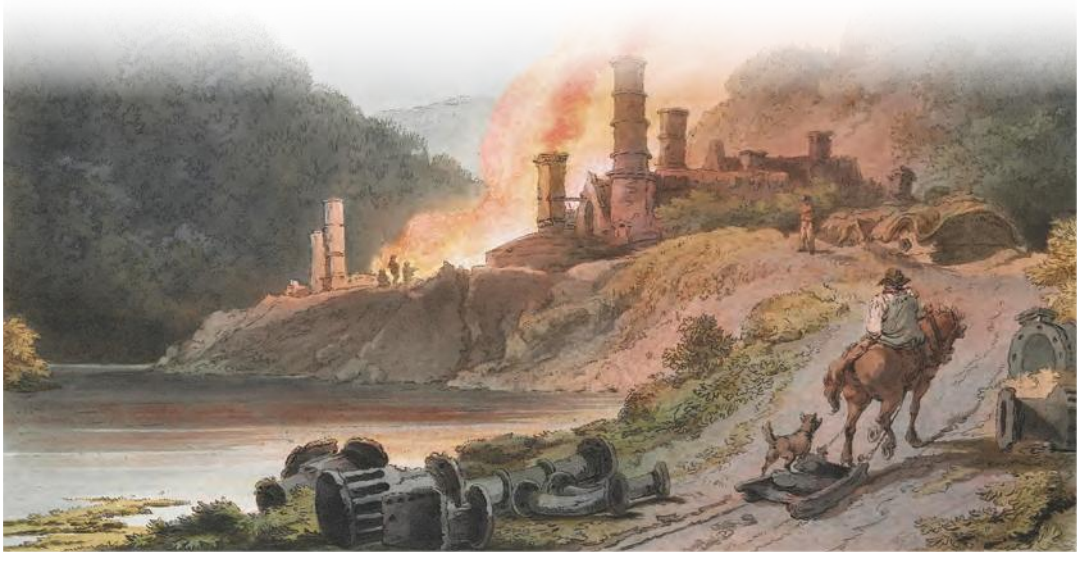
From the mid-eighteenth century, the world underwent dramatic and rapid changes that we now refer to as the **Industrial Revolution**. Britain, and then other countries in Europe, began to **industrialise** quickly. Agricultural changes – in the way crops were produced and the introduction of labour-saving machinery – meant that fewer farm labourers were needed. People had to change their living situations and move to cities in search of jobs at the fast-growing factories. The demand for coal increased, as it became the fuel to drive the machinery of the Industrial Revolution. The invention of the **internal combustion engine** was the final step in the revolution that saw the increasing use of other **fossil fuels**, such as petroleum, to produce energy. People at this time considered themselves to have gained control over nature.

Early impacts of the Industrial Revolution

Historians have argued about the impact of the changes brought about by the Industrial Revolution, but it has become clear that major environmental degradation began in this period. Smoke spewed out of factory chimneys day and night, and the worsening air quality became obvious.

The burning of coal, smoke and other by-products of manufacturing polluted the air in cities. In 1852, **acid rain** – which forms when sulphur dioxide and nitrogen oxide mix in the atmosphere – was identified as being a result of manufacturing processes. With populations concentrating in cities, the disposal of waste also became a problem. Advanced farming techniques contributed to the rapid degradation of soil, and the deforestation of previously untouched land began in many of the colonised countries of the world.

The demand for fuel resources meant mining expanded rapidly, as did international trade. Steamships required massive amounts of coal – thousands of tonnes for one transatlantic crossing. For the first time in history, large-scale burning of coal, and later oil, was pouring pollution into the atmosphere.



Industrial Revolution
the period of rapid development in manufacturing and industry from 1750 to 1900

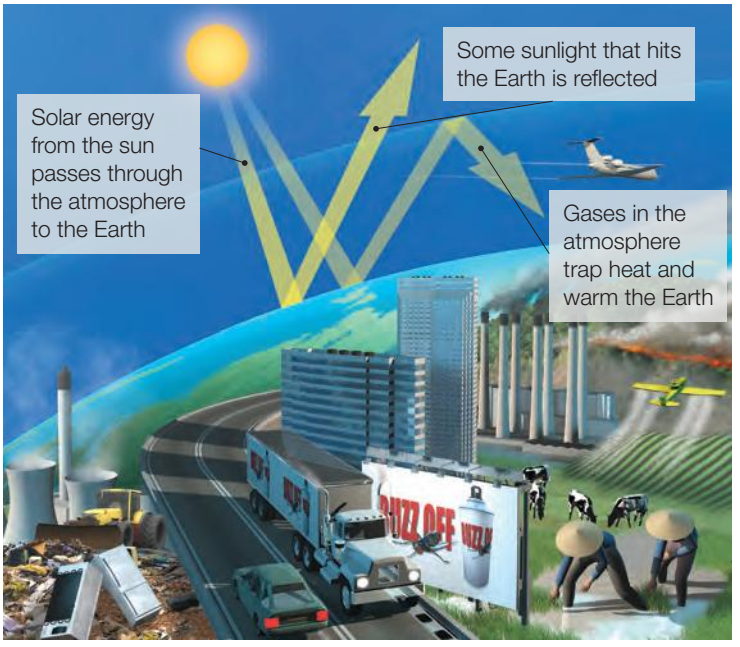
industrialise
to transform from an economy based primarily on agriculture and farming to one based on manufacturing and industry

internal combustion engine
an engine that generates power by burning petrol, oil or another fuel with air inside the engine itself

fossil fuel
a fuel made from the decomposed (fossilised) remains of plants and animals that lived millions of years ago (e.g. coal, oil, gas)

acid rain
rainfall made acidic by pollution in the atmosphere

Source 4 The Industrial Revolution saw working people move off the land and into factories. Coal was burned to drive steam-powered engines, causing the first examples of industrial pollution.



Source 5 The greenhouse effect causes the sun's warmth to become trapped in the Earth's atmosphere.

The greenhouse effect

The greenhouse effect is a term that came into common use in the late twentieth century. When gases in the Earth's atmosphere (such as carbon dioxide) hold onto the heat from the sun and redirect it back to the Earth, the resulting warmth is similar to that of a greenhouse (see Source 5).

In its natural state, the greenhouse effect makes life on Earth possible because it allows the sun's warmth to be retained in the atmosphere and on the surface of the Earth. Since the Industrial Revolution, however, the burning of fossil fuels and the clearing of forests have made the greenhouse effect more severe. This is called the enhanced greenhouse effect. Scientists have shown that when we burn fossil fuels, there is an increase in carbon dioxide. This means that less heat can escape from the atmosphere, which leads to the warming of the planet. Because the Earth is warming too much now, sea levels are higher. Higher sea levels have led to the destruction of many island and coastal habitats.

French mathematician and physicist Joseph Fourier first introduced the theory of a greenhouse effect. In 1824, he calculated that the Earth should be significantly colder than it is, because of its distance from the sun. His research suggested that the Earth's atmosphere may act as an insulator, helping it retain warmth. Fourier's work was expanded by British physicist John Tyndall in 1858. Tyndall developed technology that measured the ability of various gases to absorb infrared radiation. His experiments proved that water vapour absorbed large amounts of infrared radiation, and was the major controller of air temperature. Tyndall was the first to accurately measure the capacity of gases such as nitrogen, oxygen, carbon dioxide and ozone to absorb infrared radiation. This work proved the existence of the greenhouse effect.

Despite the pioneering work of Fourier and Tyndall, there are still arguments about the enhanced greenhouse effect among scientists and politicians. There is considerable debate about whether human activity (such as in large-scale manufacturing and the use of fossil-fuelled cars) is responsible for or contributes to global warming and **climate change**.

climate change
a change in global or regional climate patterns; a change apparent from the mid to late twentieth century onwards and attributed largely to the increased levels of atmospheric carbon dioxide produced by the use of fossil fuels

14.2 CHECK YOUR LEARNING

Review and understand

1. Identify and **describe** the event that took place in the 1960s and prompted people to consider the fragility of the Earth.
2. **Outline** how increasing levels of carbon dioxide in the atmosphere cause the Earth to become warmer.
3. **Explain** how the Industrial Revolution increased environmental damage.

Apply and analyse

4. **Apply** the historical concept of cause and effect to explain how using appliances in your home contributes to the greenhouse effect.
5. **Determine** the impact the Bishnois tribe had on protecting the environment in which they lived.
6. **Analyse** the significance of the pictures of the Earth taken during the *Apollo 8* mission.

Evaluate and create

7. **Create** a poster for your school that encourages people to turn off unused appliances. Ensure you mention the effects this would have on the environment.
8. a Using the internet, **research** current arguments for and against the concept of the enhanced greenhouse effect.
   b **Create** a table that briefly outlines these arguments.

14.3 The national parks movement of the nineteenth century

In this topic, you will:

» explore the emergence of concerns about the preservation of natural areas for future generations.

national parks
areas of natural beauty that are protected by law for the use of the general public and the protection of the environment

Explore it!
A virtual field trip to Yellowstone National Park

The **national parks** movement of the nineteenth century reflected an emerging awareness of the need to preserve natural landscapes for future generations. At a time when the Industrial Revolution was changing the world forever, national parks represented a vision for the future.

Yellowstone National Park

When US President Ulysses S. Grant signed into law the creation of Yellowstone National Park in 1872, he protected nearly 9000 square kilometres of wilderness. This decision created a tourist site that continues to attract visitors from around the world. A geological survey conducted in 1871 had included both a photographer and artist, and their images helped to convince Congress (parliament) of the value of preserving the area.

The leader of the surveying expedition, Ferdinand Hayden, was the main force behind the area's protection. Hayden wanted to preserve the area for the future, and also believed it would become a place that people in his own time could visit for recreation. The development of railways and cars eventually allowed that to happen.

Source 6 Members of the Hayden surveying expedition, Yellowstone National Park, 1871

Source 7 'Old Faithful' is Yellowstone's most famous geyser. A geyser is a hot spring in which water intermittently boils. 'Old Faithful' shoots a column of boiling water up to 55 metres high about every 90 minutes.

Source 8 Bushwalkers can enjoy spectacular natural scenery in the Royal National Park, south of Sydney.

In 1978, Yellowstone was included on the UN Educational, Scientific and Cultural Organization (UNESCO) World Heritage List. Its particular significance is that it contains half of the world's known geothermal features (meaning they are produced by the internal heat of the Earth), including two-thirds of the world's known geysers (see Source 7). It is also a storehouse of information about the history and functioning of the Earth, and has been preserved rather than commercialised. The foresight of those early pioneers ensured that both scientists and tourists could continue to benefit from Yellowstone National Park.

Royal National Park

The National Park in New South Wales was formally opened in 1879, which made it one of the first national parks in the world, after Bogd Khan Uul National Park in Mongolia (1783) and Yellowstone in the United States (1872). In nineteenth-century Sydney, which was the first urbanised part of Australia, it was felt that city-dwellers needed an outdoor place for recreation and fresh air. Initially, it was this role, rather than preservation for future generations, that drove the formation of the park.

In keeping with the British influences of the time, native flora was replaced with imported species. The intention was to try and reproduce the rolling hills of England. Native trees were removed, and deer, rabbits and foxes were imported for hunting. These introduced species remain a major problem in the park.

The National Park became more popular when a branch line from the Illawarra Railway was built in 1886, making direct access from Sydney easier. It was renamed the Royal National Park in 1955, after a brief visit from Queen Elizabeth.

In 1967, the management of the park was taken over by the newly formed National Parks and Wildlife Service, in recognition of its increasing importance as an area of conservation and preservation. In 2006, the Royal National Park was added to Australia's National Heritage List.

Rocky Mountain Parks

The construction of a railway across Canada led to the discovery of hot springs in the Banff area of the Rocky Mountains. A dispute between companies that wanted the rights to exploit these springs was settled by Prime Minister John Macdonald, with the creation of a 26-square-kilometre public park in 1885. To protect one of Canada's most beautiful mountain regions, four adjoining national parks were added, until the Rocky Mountain Parks measured 6697 square kilometres. In 1984, the entire area was proclaimed a World Heritage Area by UNESCO because of its natural beauty and the information its geological features provide about the evolution of the planet.

Tongariro National Park

Tongariro National Park on the North Island of New Zealand was set aside as a reserve in 1886. The local Māori people used a Native Land Court to have the area – which is based around three sacred volcanoes – set aside in the names of local chiefs. This secured the area against exploitation by European settlers.

The coming of the railway in 1908 made the area more accessible. Like the Royal National Park in Sydney, an introduced species – heather – was planted to reproduce the landscape of another place, in this case the Scottish highlands. Heather has rapidly spread and still remains a threat to the **ecosystem**. In 1993, Tongariro National Park was added to the UNESCO World Heritage List because of its cultural significance to the Māori people.

ecosystem
a complex community made up of living organisms that interact with each other and with their environment; an abbreviation of 'ecological system'

Arbor Day

The national parks movement reflected the emergence of a struggle between the interests of development and preservation. As populations grew in many countries during the nineteenth century, areas for natural recreation became increasingly valued. National parks were a government response to this, but Arbor Day showed the role individuals could play.

Arbor Day was started by a journalist, Julius Morton, in Nebraska in the United States. The first one was held on 10 April 1872. Morton believed that Nebraska's environment would benefit from more trees. As well as modelling tree planting, he decided to involve the public. He advertised a day where everyone should plant a tree; and on the first Arbor Day, a million trees were planted.

From that simple idea, an appreciation of the key role trees play in the ecosystem has developed. Arbor Day spread to Japan in 1883 and, since then, has become a global institution. Today, a diverse range of countries – including Australia, Costa Rica, Lesotho, Malawi, Namibia, China, Sri Lanka and Venezuela – all celebrate Arbor Day. Millions of trees have been planted across the planet as a result of a simple idea that started in Nebraska in 1872.

Source 9 Planting a tree for Arbor Day

14.3 CHECK YOUR LEARNING

Review and understand

1. **List** three of the world's first national parks.
2. **Describe** the purpose of Arbor Day. When is it and how is it celebrated?
3. **Explain** the impact of colonisation on the fauna and flora at Sydney's Royal National Park and Tongariro National Park.
4. **Summarise** why it was important to include an artist and photographer as part of the geological survey team at Yellowstone in 1871.

Apply and analyse

5. As a class:
   - a **List** all the national parks you have visited.
   - b **Discuss** the value of national parks for preserving the natural environment for future generations. Do you think this is a worthwhile goal?
   - c Individually, write a TEEL paragraph (see page 245 of 'The history toolkit') **explaining** your response. Be sure to give reasons for your answer.

Evaluate and create

6. a **Research** national parks in Victoria and select one close to your home.
   - b **Create** a poster showcasing its history, how it became a national park and how it is being preserved. Include pictures to show off the natural beauty of the park.
7. Henry David Thoreau was an early advocate of what would today be called environmentalism. Thoreau wrote about living a life closer to nature based on his experiences in the woods of Walden Pond, Massachusetts, in 1845–47. He was often cited as the inspiration for people who created alternative communities in the 1960s and 1970s.

   Research the life of Thoreau and write a report about his beliefs, and why he is considered to be a significant individual in the development of the environment movement.

14A RICH TASK

Quizlet
Revise the key terms you have learnt so far.

The impacts of pollution during the Industrial Revolution

Written and visual sources provide historians with an understanding of the impact of the Industrial Revolution on society and the environment. Not only did an increase in coal use contribute to air pollution and global warming, but also a lack of understanding when it came to waste disposal meant that many areas were damaged by toxic runoff and poor sanitation.

Source 11

With relatively few exceptions, the world's modern environmental problems began with or were greatly exacerbated by the Industrial Revolution. The global challenges of widespread water and air pollution, reductions in biodiversity, destruction of wildlife habitat, and even global warming can be traced back to this moment in human history.

Extract from *Encyclopaedia Britannica* on the Industrial Revolution

Source 10 Published by *Punch* magazine in July 1858, *The Silent Highwayman* serves as a grim reminder of the rank state of the River Thames in mid-nineteenth-century London, which doubled as an open sewer and a source of drinking water.

Source 12 An engraving from Rollins College, *History of England*, 1887, showing pollution from copper factories in Cornwall, England

Source 13

Many scientists have identified the birth of the Industrial Revolution as one of the tipping points for increased extinctions on land. Desirable species were hunted to extinction. Demand for lumber and expanding farmlands and factories meant leveling forest habitats. Pollution and other factors killed other animals.

Extract from Bjorn Carey, 'The industrial revolution of the oceans will imperil wildlife, says Stanford scientist', *Stanford News*, 16 January 2015

KEY SKILL
Analysing sources

Identifying the origin, context and purpose of primary and secondary sources

Historians use primary and secondary sources to gather evidence about the past. Sources often reflect the perspective of the person who created them, as well as the attitudes and beliefs of the time in which they were created. All sources are affected by the author's own point of view, and in some cases an author may have been paid or forced to write in a particular way or to ignore certain facts. This is why historians must carefully analyse sources. Historians need to identify:

- *origin* – what a source is, where it came from and when
- *context* – what life was like when the source was created
- *purpose* – why the source was created.

Follow these steps to identify the origin, context and purpose of a source:

Step 1 Identify the origin, by asking:

- What type of source is it?
- Who wrote, produced or made the source? What do I know about their age, gender or occupation?
- When was the source written, produced or made?
- How old is the source?
- Is the source an eyewitness account or was it written by someone at a later date?

Step 2 Identify the context, by asking:

- What was life like when this source was created?
- What other events may have been happening at the time that might have influenced the author or source?
- What was the political environment like at the time the source was created?

Step 3 Identify the purpose, by asking:

- Why was the source written or created?
- Was it designed to entertain, persuade or argue a point of view?
- Does the author have anything to gain personally from the source?
- Does it give a detached, balanced account?
- Were there political reasons for the creation of the source?

For more information on this key skill, refer to page 236 of 'The history toolkit'.

Practise the skill

1 Choose any two of the sources that appear in this rich task. For each source, write 150 words to **summarise**:
   - what the source is and who was responsible for creating it
   - what life was like in Britain at the time the source was created
   - the reason why the source was created.

   Be sure to consider each of the questions that appear under the steps to identify their origin, context and purpose.

Extend your understanding

1 Conduct **research** to locate written and visual sources that provide evidence of the impact of industrialisation in Australia around 1900.
   - **a** Choose one of these sources and use the steps above to **identify** its origin, context and purpose.
   - **b** **Explain** how this source adds to your understanding of the impact of industrialisation on Australia's environment.

14.4 The twentieth century – a rapidly changing world

In this topic, you will:

» outline the threats to the environment that emerged in the twentieth century.

By the start of the twentieth century, improvements in areas such as agriculture, transport, communications and health were some of the positive consequences of the Industrial Revolution. Industrialisation meant that mass-produced goods were more affordable. Reforms in cities that replaced slums with new settlements led to some improvement in living conditions. However, for many urban dwellers, cities were still places where disease thrived and the environmental risks from the ongoing effects of air pollution were starting to emerge.

Threats to the environments

arms race
a situation in which rival countries compete to build and possess the largest stockpile of weapons

Cold War
the state of political conflict and hostility that existed between the Soviet Union (and its allies) and the United States (and its allies) from 1945 to 1990

Two world wars in the twentieth century had a major impact on the environment. The development of nuclear weapons – and their first military use on the Japanese cities of Hiroshima and Nagasaki in 1945 – meant that the future of the entire planet seemed doubtful, as people now had the power to destroy their world for the first time in history. The traumas of war and rising tensions brought on by the **arms race** of the **Cold War** helped create growing environmental awareness. The use of chemical weapons, such as Agent Orange in the Vietnam War, also contributed to widespread environmental degradation.

Other environmental threats that emerged during the twentieth century included a technological revolution that called for increasing reliance on fossil fuels; rapid urbanisation; and the increasing use of substances such as fluorocarbons (an artificial chemical compound).

Population pressures also developed dramatically during the twentieth century. This meant greater demand for land and resources, and helps explain the growing awareness of environmental issues.

In topics 14.5 and 14.6, we explore how population increase, urbanisation, increasing industrial production and trade affected the environment in the twentieth century.

See, think, wonder *

Look at Source 1.
- What do you see?
- What so you think?
- What do you wonder?

Source 1 A devastated environment in Europe during World War I

Source 2 Nagasaki, one of the two cities that were levelled by atomic bombs in World War II

Source 3 An aeroplane spraying pesticide over crops

Quiz me!
A quick quiz on the twentieth century – a rapidly changing world

Source 4 Cars travelling on a freeway in Los Angeles, the United States

Source 5 A street scene in Shanghai, China

14.4 CHECK YOUR LEARNING

Review and understand

1 **Outline** three threats to the environment that emerged or developed during the twentieth century.

2 **Identify** two impacts of war on the environment during the twentieth century.

Apply and analyse

3 **Apply** the historical concept of cause and effect to explain the environmental impact of atomic bombs being dropped on Japanese cities. Refer to page 224 of 'The history toolkit' for more information on the concept of cause and effect.

Evaluate and create

4 The Vietnam War saw the use of chemical weapons such as napalm and Agent Orange. **Research** the aim of using these weapons and the environmental impact they had. Write a TEEL paragraph (see page 245 of 'The history toolkit') demonstrating your knowledge.

5 Conduct **research** to find out how fluorocarbons are used in products. Create a poster to summarise the effect they have on the environment.

6 Using Sources 1 to 5 as inspiration, **create** a collage showing the impact the twentieth century had on the environment.

14.5 The impact of population increase and urbanisation

In this topic, you will:

» explain the impact of increasing industrial production and trade on the environment.

Since the beginning of the twentieth century, the population of the world has grown immensely and people have become increasingly urbanised. Where once most people lived in rural communities now half the world lives in urban centres.

Population increase in the twentieth century

Our planet has sustained a rapidly growing population. The total world population in 1900 was estimated to be 1.6 billion. In 2021 it reached 7.8 billion. In 1901, the first **census** of the newly federated Australia revealed a population of 3 773 801. In March 2021 the Australian Bureau of Statistics (ABS) estimated the population of Australia to be 25 756 097.

census
a 'head count' or audit of the number of people living in a particular place at a particular time; information collected during a census often includes age, occupation, income, etc.

Malthus and overpopulation

Thomas Malthus (1766–1834) was an English clergyman and scholar. Unlike most people of his time, he did not think that society would keep progressing forever. He developed a theory that linked population growth with the ability of the environment to sustain that growth. He believed that population growth is eventually stopped by famine or disease.

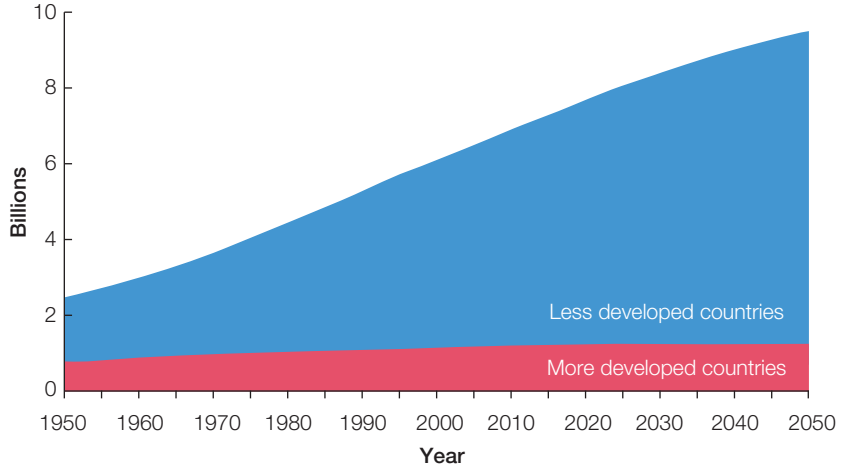
In 2007, it was suggested that the Industrial Revolution meant the world had broken free of the Malthusian cycles of growth and decline. The following year, it was argued that Malthus was right because of the pressure that rising consumption and industrialisation in developing economies, such as China and India, was placing on the environment.

United Nations
an international organisation established at the end of World War II to increase political and economic cooperation among its member countries, to promote peace and to prevent the future outbreak of armed conflicts around the world

Future population predictions

According to the **United Nations** (UN) publication *World Population Prospects: The 2012 Revision*, by 2050 the world will have a population of 9.6 billion. It is expected that India will have the largest population of any country – that India and China will both have populations of 1.45 billion by 2028, but China's population will decrease after that date, while India's will continue to grow. Many African countries will continue to see increased populations. For example, the report states that Nigeria's population will be double that of the United States; it is currently about half that of the United States. The population of Europe, in contrast, will decrease by 14 per cent.

UN predictions have historically had to be updated regularly, but they can give us a general idea of what the world can expect in the future.



Source 6 The UN's predicted world population growth to the year 2050

Urbanisation

The 2018 revision of the *UN World Urbanization Prospects* report showed that the world's urban population had increased from 13 per cent in 1900 to 49 per cent in 2005. It showed that 2007 was the 'tipping point' year, when more people on Earth lived in urban areas than rural areas.

In the early years of the twenty-first century, city centres – that had previously become neglected as people had moved to suburbs – started to once again attract people to live as well as work. Australian cities were part of this trend, as high-rise living in city centres such as Sydney, Melbourne and Brisbane became more popular.

The growth of cities has major ecological implications, including:

- Most of an urban population is engaged in producing goods and services rather than growing food.
- Cities are a major drain on energy resources.
- Cities lead to a concentration of problems, such as waste disposal.
- Cities are built over the natural environment.

Source 7 High-density living in large apartment buildings, such as these in Hong Kong, is becoming an increasingly common urban experience.

Source 8 The world's most populous cities through time, based on the work of historian Tertius Chandler, 1987

Year (CE)	Most populous city	Population
100	Rome, Italy	450 000
1000	Cordova, Spain	450 000
1500	Beijing, China	672 000
1900	London, UK	6 480 000
1950	New York, USA	> 12 000 000

14.5 CHECK YOUR LEARNING

Review and understand

1 **Outline** the view of Thomas Malthus on population growth.

2 **Explain** why the UN has to constantly update its predictions of what we can expect for the future.

3 **Identify** the figure predicted by the UN for the world's population in 2050. Do you think this is accurate?

4 **Outline** some of the environmental problems associated with cities.

Apply and analyse

5 **Calculate** by how much the world's population increased between 1900 and 2021.

6 The UN could not have predicted the global COVID-19 pandemic when it wrote its report in 2012. At the time of writing, over 5 million people have died as a result of COVID-19.

a **Predict** the impact COVID-19 will have on global population data. Present your answer using TEEL (see page 245 of 'The history toolkit').

b **Suggest** two potential problems the world could face if the UN's predictions are in fact accurate.

Evaluate and create

7 In 1987, a historian named Tertius Chandler did the first serious study of urban population through history. Source 8 summarises his findings on the world's most populous cities over time. In 2010, Karachi in Pakistan was the world's largest city (excluding the wider metropolitan area) with 15.5 million people. Conduct **research** to find out what the world's most populous city is today. Explain the impact that city is having on the environment using a TEEL paragraph.

Graph it!
The world's most populous cities through time

14.6 The impact of increasing industrial production and trade

In this topic, you will:

» explore the impact of population increase and urbanisation on the environment.

At the start of the twentieth century, Britain dominated industrial production. It had been the first country to adopt new technologies and systems in the Industrial Revolution. Its empire had grown because of its industrial and military strength.

After World War II, the United States emerged as the world's strongest economy. The war had helped the United States recover from the economic impact of the **Great Depression**, and the Cold War with the Soviet Union helped fuel an economic boom in the 1950s and 1960s.

The first major shock to the economic dominance of the United States came with the oil crisis in the 1970s. Oil had become a major commodity in the world after the World War II. It is a limited, **non-renewable resource**, but the world is still largely dependent on it as an energy source. The oil crisis came about after oil-producing Arab nations, such as Saudi Arabia, refused to supply the United States with oil in 1973 and 1974 because of its support for Israel in the 1973 Yom Kippur War. The shortage of oil had a significant impact on the American economy.

By the twenty-first century, the United States was the industrial leader of the world. But as the world began to experience **globalisation** at this time, East Asia became the most rapidly industrialising region in the world. China, India, South Korea and Japan are now huge international industrial powers.

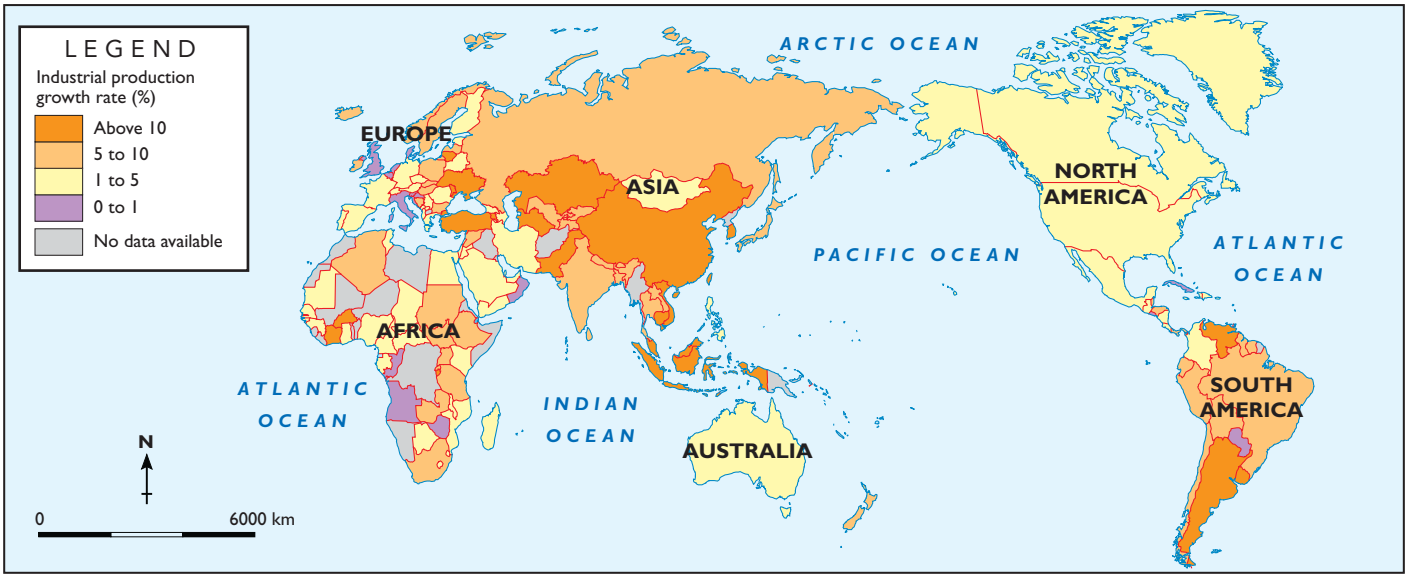
In 2010, China officially became the world's largest manufacturer, with an output of US$1.995 trillion, or 19.8 per cent of the worldwide output. It passed the United States, which accounted for US$1.952 trillion, or 19.4 per cent.

Great Depression
a period of severe economic downturn between 1929 and 1934 that affected most countries around the world

non-renewable resource
a resource that cannot be regenerated once it has been used up (e.g. oil, coal)

globalisation
the increasing interconnections between countries all around the world, particularly economic, political, trade and cultural exchanges

WORLD: GLOBAL INDUSTRIAL PRODUCTION



Source 9

Source: Oxford University Press

Source 10 An assembly line at an electronics factory in Guangdong Province, China

Source 11 Air pollution in Beijing, China

Environmental impacts of China's industrialisation

Sequence this!
The impact of increasing industrial production and trade

Increasing industrial production, and the trade that goes with it, brings massive rises in energy consumption. The huge industrial output of China, which is largely fuelled by coal, is causing major environmental problems. It is estimated that in Chinese mines, uncontrolled fires alone – that is, unmanageable fires that cannot be readily extinguished – burn 20 million tonnes of coal each year. Large clouds of pollutants from northern China's industrial region blow into Korea.

In 2019 it was estimated that **greenhouse gas** emissions from China were more than triple its 1990 levels, and amounted to over 27 per cent of total global emissions – surpassing the emissions from all other industrialised countries combined.

greenhouse gas
a gas, such as carbon dioxide, that absorbs radiation from the sun's rays, trapping heat in the Earth's atmosphere

Environmental impacts of global trade

Shipping is the main means of transporting industrially manufactured products around the globe, and it increased throughout the twentieth century. However, shipping brings with it a range of environmental issues.

In 2009, Britain's *Guardian* newspaper reported that the world's 15 largest ships emit as much pollution as all the cars in the world combined. It was found that one giant container ship can emit almost the same amount of cancer- and asthma-causing chemicals as 50 million cars. Other research indicated that pollution from the world's 90 000 cargo ships leads to 60 000 deaths each year in the United States alone, and costs up to $330 billion a year from lung and heart diseases.

If ballast water (water that has been loaded onto a ship for stability) is taken on board in one port and discharged in another port, this leads to the transfer of bacteria and species from one ecosystem to another. Introduced species can bring in diseases that affect native species, or compete with them for food and habitat.

Source 12 Ballast water is discharged from a container ship.

Source 13 The Northern Pacific sea star

The Northern Pacific sea star is one example of a pest that has been introduced into Australia's marine environment in this way. Marine experts believe that sea star larvae were introduced into Tasmanian and Victorian ports in ballast water. The natural habitat of the sea star is coastal China, Korea, Russia and Japan. In Australian waters, it has no natural predators but is itself a predator – forcing open the shells of oysters, mussels and other shellfish. Marine authorities consider it a threat to native species and to shellfish fisheries. The only way, at present, to control its numbers is to physically remove it.

Transporting oil by sea poses additional risks, illustrated by the terrible effects of the *Exxon Valdez* oil spill. On 24 March 1989, *Exxon Valdez*, an American oil tanker, struck a reef off the Alaskan coast. Although the actual figure is still disputed, it is estimated that around 41.6 million litres of oil spilled into the pristine waters surrounding Prince William Sound. This had a major impact on the environment. A wide range of wildlife populations – such as seabirds, otters, seals, eagles and orcas – were all devastated. Long-term monitoring of the area has indicated that some species have still not fully recovered, over 30 years later.

Key skill worksheet
Analysing cause & effect: Global trade

The destruction of Alaskan wildlife and environments was a graphic reminder of the impact oil spills can have. Unfortunately, *Exxon Valdez* was simply one of many similar incidents that have occurred since the mass transportation of oil began in the late 1960s. The *Exxon Valdez* spill was neither the first nor the largest; nor will it be the last.

Source 14 Following the *Exxon Valdez* disaster, recovery crews collect dead sea otters on Green Island, Prince William Sound, Alaska.

Source 15 Workers spray oil-covered rocks on the shore of an Alaskan island after the *Exxon Valdez* oil spill.

14.6 CHECK YOUR LEARNING

Review and understand

1. **Identify** the country that is now the world's largest manufacturer.
2. **Identify** how much coal China is burning in mine fires each year.

Apply and analyse

3. **Describe** the oil crisis that shook American economic dominance.
4. **Examine** Source 9.
   - a **Identify** which countries have the greatest industrial growth.
   - b **Identify** which countries have the least industrial growth.
   - c **Explain** why you think neighbouring countries might be at different stages of industrial growth.
   - d **Suggest** why some countries have no data available.

Evaluate and create

5. **Research** marine pests that have been introduced into Australian waters from the discharge of ballast water from container ships. Select one example. Write a response evaluating its impact on the environment.
6. Conduct **research** on the environmental impacts of the *Exxon Valdez* oil spill, or the marine oil spill from BP's *Deepwater Horizon* drilling site in the Gulf of Mexico. Create a graphic organiser to show the results of your research.

14.7 The influence of popular culture

In this topic, you will:

» investigate the impact of popular culture on the environment movement.

popular culture
music, film, television, sport, etc., that has broad appeal and is international in scope

As has been shown, environmental concerns are not new. During the twentieth century, however, awareness of these concerns grew rapidly. **Popular culture** played a critical role in boosting both awareness and understanding of environmental concerns. Books, magazines and music all helped to bring people together and provide a focus for shared ideas. This, in turn, helped spur the mass movements that have pressured governments over environmental concerns in the twentieth and twenty-first centuries.

Silent Spring

One of the most influential books in increasing awareness of the environment was *Silent Spring* by American marine biologist Rachel Carson, published in 1962. At that time, technological advances had led to the development of increasingly effective pesticides, which removed pests from crops and enabled larger yields. In *Silent Spring*, Carson condemned the use of pesticides and their impact on the environment. She explained how the powerful pesticide DDT not only killed insects, but also entered the food chain and accumulated in the tissues of animals, including people.

Carson was willing to challenge the chemical industry, and alleged that it was spreading misinformation. Furthermore, her accusations that public officials often failed to critically and objectively analyse chemical industry claims became a blueprint for environmentalists who followed her. *Silent Spring* is now seen as one of the foundation stones of the modern environmental movement.

Source 16 Marine biologist and author of *Silent Spring*, Rachel Carson (1907–64)

Key skill worksheet
Determining historical significance: *Silent Spring*

Impact of *Silent Spring*

A year after the book appeared, US President John F. Kennedy asked his Science Advisory Committee to investigate Carson's claims. The committee's findings led to greater regulation of the use of pesticides. The banning of DDT – which is now known to be toxic to birds and fish, and thought to cause cancer in humans – in the United States, in 1972, was hailed as a vindication of Carson's work. Despite these acknowledgments relating to the danger of DDT, it was not banned in Britain until 1984, and is still used today in some countries, including India and North Korea.

A legacy of *Silent Spring* has been its use of scientific evidence to challenge official complacency. By using evidence, Carson created a strong argument that reached a mass audience, and was able to force politicians and public officials to take action. The book also encouraged the public to question the claims of companies that profited from products which affected the environment.

Increased awareness of the effects of pesticides led the development of an organic farming approach, which entailed a reversion to natural methods of fertilisation and pest control. The popularity of this approach increased with the introduction of genetically modified crops. Genetic modification allows plant breeders to produce crops with specific characteristics that cannot be bred naturally; for example, canola that is tolerant to herbicides and has a high content of omega-3 oil. In 1998, the Organic Federation of Australia was formed to draw together all areas of this emerging contributor to Australian agriculture. The organic food industry in Australia has now reached mainstream supermarkets; cruelty-free, free-range animal farming has become normalised. The contamination of organic crops by genetically modified crops has also emerged as a significant issue in Australian agriculture.

The Mother Earth News

Source 17 The first issue of *The Mother Earth News*

Two American publications found their way into Australia by the early 1970s, and influenced a movement usually referred to as 'back to the land'. *The Mother Earth News* and *The Whole Earth Catalog* and were influential – initially in the United States and eventually globally. They encouraged a more sustainable, and often communal, living style that coincided with the social changes of the late 1960s associated with the hippie movement.

First published in January 1970 by John and Jane Shuttleworth, *The Mother Earth News* contained practical advice about 'getting back to nature'. It gave advice on how to build sustainable housing, self-supporting gardens and effective methods of recycling. Although many of these approaches have been incorporated into mainstream thinking since then, at the time *The Mother Earth News* was revolutionary.

In Australia, the Aquarius Arts Festival of 1973 was held at Nimbin, on the northern coast of New South Wales (see Source 18). At the conclusion, a number of festival-goers remained in the town. An alternative community developed that embraced many of the ideals of the back to the land movement: communal living, sustainable food production and people removing themselves from what they regarded as the commercial rat race.

Source 18 Festival-goers at the Aquarius Arts Festival, Nimbin, 1973

The influence of music

From the birth of rock'n'roll in the 1950s, music was a common form of popular culture for young people. Environmental concerns grew rapidly at the same time as rock'n'roll, and music became a powerful means of raising consciousness about social and political issues. Protests against the Vietnam War are well known in music, but rock'n'roll also played a major role in spreading awareness about the fragility of our environment. Well before political campaigns, a range of artists had hits warning about the potential destruction of the Earth. These songs and artists were major hits globally and, as the music spread, countries such as Australia were heavily influenced. Artists who expressed their concern about environmental issues from the 1960s to the 1990s are summarised in Source 19.

Source 19 Artists concerned about environmental issues, 1960s–1990s

Artist and year	Song and theme
Verdelle Smith, 1965	'Tar and Cement' – an early warning about urbanisation
Joe South, 1969	'Don't It Make You Want to Go Home' – describing the changes around Atlanta, Georgia
Zager and Evans, 1969	'In the Year 2525' – a look into the future and what it holds
Joni Mitchell, 1970	'Big Yellow Taxi' – urbanisation and loss of nature
Marvin Gaye, 1971	'Mercy, Mercy Me (The Ecology)' – the spoiling of the natural environment
The Beach Boys, 1971	'Don't Go Near the Water' – water quality
Randy Newman, 1972	'Burn On' – the Cuyahoga River fire of 1969 (discussed in topic 14.9)
Midnight Oil, 1990	'Blue Sky Mine' – the experiences of workers who were contaminated at the Wittenoom asbestos mine in Western Australia

Source 20 Peter Garrett is an environmentalist and an activist. He was the lead singer of the Australian rock band Midnight Oil, and is a former minister for the environment.

14.7 CHECK YOUR LEARNING

Review and understand

1 **Explain** the impact of *Silent Spring* on increased awareness of pesticides and their effect on the environment.

2 **List** the environmental issues highlighted by recording artists from the 1960s to the 1990s.

Apply and analyse

3 Watch the music video for Midnight Oil's 'Blue Sky Mine'. **Research** the meaning behind the lyrics before responding to these questions:

- **a** The music video begins with a voiceover of news reports. **List** some of the words or phrases that you hear before the music begins.
- **b** **Explain** why Wittenoom is considered Australia's greatest industrial disaster.
- **c** **Apply** the historical concept of continuity and change to identify which issues raised by the song are still relevant today.
- **d** This song was popular not only in Australia, but also in America and the United Kingdom when it was released. **Suggest** two reasons why this may have been the case.
- **e** **Analyse** the usefulness of song lyrics as primary sources for historical study.

Evaluate and create

4 **Research** a more recent song that focus on environmental issues. Write a TEEL paragraph (see page 245 of 'The history toolkit') explaining which issues the song addresses and how.

5 **Evaluate** how useful songs such as 'Mercy, Mercy Me (The Ecology)' might be for a historian.

6 Over the past few years, scientists have noticed a severe reduction in the number of honey bees worldwide. Alarms were raised and fingers were pointed at agriculturalists using pesticides to control a variety of insects that are harmful to crops. One set of pesticides – known as neonicotinoids – is killing animals, including honey bees, that are vital to the life cycle on Earth. **Research** honeybees and the use of neonicotinoids for pest control. In a brief report, answer the following questions:

- **Define** the term 'neonicotinoids'.
- **Explain** what neonicotinoids do to honeybees.
- **Explain** the function honeybees perform that is of benefit to farmers and people in general.
- **Predict** what would happen if honeybees were killed off.

Quiz me!
A quick quiz on the influence of popular culture

I used to think, now I think

Reflect on your learning about the influence of music in spreading environmental awareness and complete the following sentences.

- I used to think ...
- Now I think ...

What has changed in your understanding?

14.8 The influence of environmental ideas

In this topic, you will:

» explain the significance of ideas about the environment, including the Gaia hypothesis, sustainability and the rights of nature.

As the twentieth century progressed, the emergence of theories about the interconnectedness of life and the importance of nature clashed with mainstream beliefs about the necessity of growth and development. Some of these key environmental ideas are explored in this unit.

Gaia hypothesis

One development in environmental thinking was the Gaia hypothesis. This theory proposed that the Earth was a single, interconnected, self-contained system that allowed life to flourish.

The original theory was developed by an English chemist, James Lovelock, and an American microbiologist, Lynn Margulis. Their work suggested that the Earth was self-regulating, and that organisms adapted the environment in their favour. It has inspired scientific investigation, and is winning acceptance as more evidence is found. Its idea of interconnectedness has had significant impact on environmental thinking.

Source 21 The Gaia hypothesis sees the Earth as a self-regulating organism, supporting life.

The Limits to Growth

In 1972, a book entitled *The Limits to Growth* was published. It was written by a group of economists who used computer modelling to predict the effects of uncontrolled economic and population growth on the Earth's finite resources. They looked at five variables for their modelling: world population, industrialisation, pollution, food production and resource depletion. The authors came to the conclusion that if the average rate of consumption growth continued, virtually all major minerals and energy resources would be used up by 2070.

In 2008, Graham Turner – an applied physicist at the Commonwealth Scientific and Industrial Research Organisation (CSIRO) in Australia – published a paper comparing figures from the previous 30 years with the predictions made in 1972. He found that the actual changes in industrial production, food production and pollution matched the predictions made by the authors of *The Limits to Growth*.

Sustainability

The idea of **sustainability** became increasingly important during the twentieth century.

An example of what happens when sustainable management of the environment is ignored is found in the history of Easter Island. There is evidence that Easter Island once contained giant palms, but that the inhabitants of the island cut them all down until

they were extinct. As a result, Easter Island society collapsed when its environment was destroyed. Today it can no longer sustain a large population and relies on tourism for its economy.

Countries today are caught between the need to develop economically and the necessity of doing this without ruining the natural environment. If we want to sustain the natural resources we need, we have to take a long-term view of how we will live in our world. In Australia, we are moving towards a more sustainable way of living and working.

Source 22 The recycling of bottles, papers and cans has become common practice in Australia.

An increased emphasis on recycling is an example of sustainability. The planting of forests specifically for paper production, rather than exploiting natural forests, is another. In the early 2000s, water restrictions in many Australian cities become commonplace, as governments investigated ways to make our use of water more sustainable; and since 2011 Melburnians have had 'Permanent Water Use Rules'.

Calls for 'paperless' offices tap into a similar demand for more sustainable practices in business. The annual Earth Hour campaign – which asks that lights be turned off between 8.30 p.m. and 9.30 p.m. on the last Saturday in March – is an example of a global movement for sustainability. Earth Hour started as a lights-off campaign in Sydney in 2007 to raise awareness of environmental issues. It has now spread to more than 7000 towns and cities worldwide.

sustainability
a concept that relates to the ongoing capacity of the Earth to maintain all life; this means developing ways to ensure the Earth's resources are used and managed responsibly, so they can be maintained for future generations

Quiz me!
A quick quiz on the influence of environmental ideas

Source 23 A sustainable forest is managed so that older trees, felled to produce paper and other products, will be replaced by younger plants that will grow into mature trees.

The rights of nature

There has been a growing acceptance of the idea that nature has rights. It picks up on indigenous peoples' relationships with the Earth, and recognises that ecosystems – plants, oceans and mountains – deserve recognition, as do animals. This has always been a component of many traditional beliefs, and has become increasingly influential.

The rights of nature, however, are frequently in conflict with development, and are therefore regarded as a restriction on progress by opponents. It is this division that will prove significant in environmental discussions in the twenty-first century.

14.8 CHECK YOUR LEARNING

Review and understand

1. In your own words, **define** the Gaia hypothesis.
2. **Explain** how unsustainable living has led to the collapse of Easter Island society.
3. **Identify** and describe some examples of sustainability that have started to become accepted.

Apply and analyse

4. **Explain** the link between the rights of nature and indigenous peoples' relationship with the Earth.
5. **Suggest** why some people might be critical of *The Limits to* Growth even after the CSIRO paper in 2008.

Evaluate and create

6. Find out about the sustainability practices in place at your school. Write an article for your school newsletter to make the community more aware of this practice.
7. **Create** a table of the four concepts and ideas discussed in this topic. In the first column, briefly explain the concept or idea; and, in the second column, outline the impact of the concept or idea.

14B RICH TASK

Quizlet
Revise the key terms you have learnt so far.

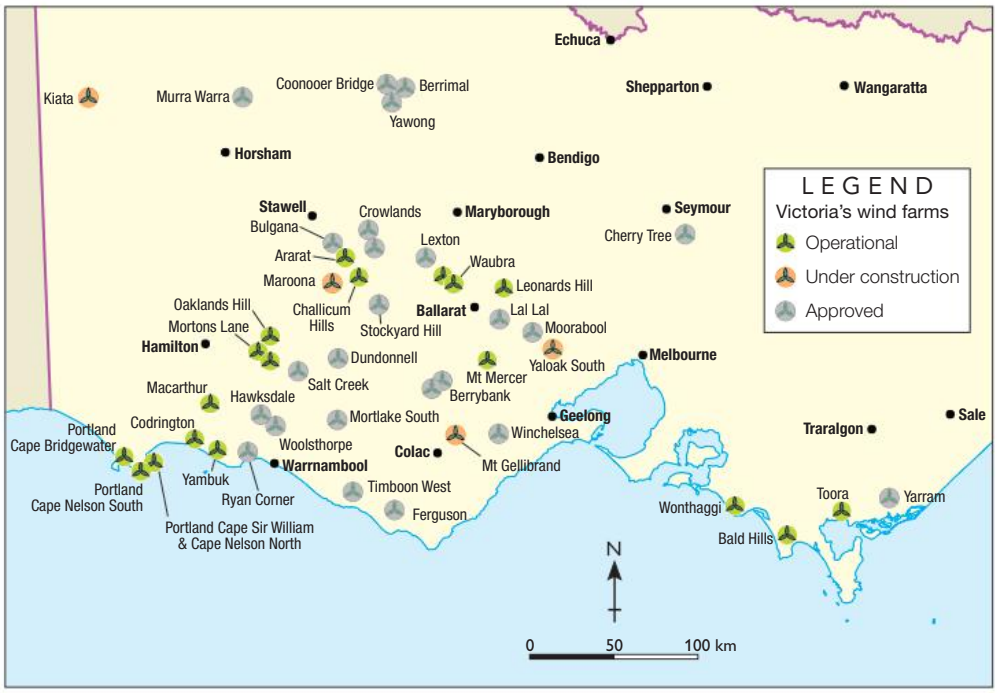
Finding sustainable energy solutions

Since the Industrial Revolution, humans have sought to find energy sources to fuel our busy lives. From the first moment we check our phone in the morning, to the trip to school in the car or on the bus, to the moment we turn off the light at night and go to sleep – we rely on energy.

While living in an industrialised world improves our lives in many ways, the most common approaches taken by humans to generate energy are harmful to the environment. For example, raising cattle for food creates methane, while burning fossil fuels for energy creates nitrogen oxide and carbon dioxide. In fact, humans have increased the total concentration of carbon dioxide in the atmosphere by 47 per cent since the Industrial Revolution began.

With a growing awareness about how industry impacts the environment, the challenge for humans in the twenty-first century is to find sustainable energy sources that can slow the greenhouse effect. Sustainable energy sources such as wind farms and solar panels are just two examples of this.

OPERATIONAL, PLANNED AND 'UNDER CONSTRUCTION' WIND FARMS IN VICTORIA



Source 24

Source: Department of Environment, Land, Water and Planning

KEY SKILL
Communicating & reflecting

Creating and delivering an audiovisual presentation

Follow these steps to help complete an audiovisual presentation.

Step 1 Plan and design your presentation:

- Plan your presentation carefully so it has a clear beginning, middle and end.
- Make sure you present the content in clear, concise bullet-point form, *not* huge slabs of information in paragraph form.
- Do not simply fill up your PowerPoint with lots of random pictures that are only loosely related to the content. Only include visuals and captions that relate to the content on that particular slide.
- A common mistake is to have objects and texts moving on the screen in a way that distracts the audience. Use graphics, sound, video, animations and transitions *only* if they add value to the point being made.
- Use a design that ensures your audience can clearly see and read the slides. Make sure there is enough contrast between the text colour and the background colour on the slide, and make sure your font size is large enough.

Step 2 Deliver your presentation:

- When delivering an audiovisual presentation to an audience, don't just stand up and read the text on each slide. Instead, talk in a way that develops and expands upon the points. Carefully plan what you are going to talk about during each slide. Record this plan on cue cards, and refer to these during your speech.
- Remember: one thing at a time. At any moment, what is on the screen should be the thing that you are talking about. Click to go to the next point only when you are ready to talk about that next point.
- Speak clearly – not too fast, not too slow. Vary your tone and pitch to make your presentation more interesting.
- Make eye contact with different members of your audience. Do *not* just look down at your cue cards.

For more information on this key skill, refer to page 243 of 'The history toolkit'.

Practise the skill

1 **Research**, create and deliver an audiovisual presentation about sustainable practices that have been put into action by a community, business or individual. Your presentation should be well researched and based on relevant and reliable sources.

Extend your understanding

1 Complete a peer assessment for each of your classmates' presentations, using the form below. Only mention feedback that will help them improve for next time.

Name of presenter:		
Topic of presentation:		
What are 3–5 things you learnt during this presentation?		
	PowerPoint design	Oral presentation
What is some 'warm' feedback you can give the presenter (positives/achievements)?		
What is some 'cool' feedback you can give the presenter (constructive criticism)?		

Template
Peer assessment form

14.9 Key campaigns and events, 1945–75

In this topic, you will:

» investigate a range of key environmental campaigns and events.

decolonised
when a country that was previously a colony of an imperial power becomes politically independent

conscription
the compulsory recruitment of people to serve in the armed forces, often during times of war

biosphere
all regions of the Earth occupied by living things (plants, animals, humans and other organisms); the zone of life on Earth

The introduction and use of nuclear weapons in World War II terrified many, but also prompted people to seriously consider the environmental consequences of human actions. Furthermore, as the world recovered from the war, the increasing pressure on economic development had environmental consequences. For example, when countries in Asia and Africa **decolonised**, they found the exploitation of their own natural resources was the key to economic and social progress. Environmental groups developed around the world as a response to business and government indifference to environmental threats.

Environmental activists became increasingly militant as threats to the Earth grew during the second half of the twentieth century. Just as social activism in areas such as civil rights, **conscription** and the anti-war movement became increasingly accepted, so did environmental campaigns. People who had previously been dismissed as crackpots and 'tree huggers' began to be taken seriously. Caring for the environment was becoming normalised.

As the end of the twentieth century approached, there were clear differences between those who saw the planet as a resource to be exploited, and those who saw it as a unique **biosphere** to be preserved. Development and conservation frequently became opponents at this time in history.

Smog incidents after World War II

As the world settled into postwar prosperity and industrial expansion after World War II, there were clear warning signs that the environment was suffering. In 1948, in the mill town of Donora, Pennsylvania, 20 people and 800 animals died, and 7000 of the town's 14 000-strong population became ill, when a wall of poisonous smog descended. A temperature inversion (in which cold air is trapped beneath a warmer airflow) prevented the escape of emissions of hydrogen fluoride and sulphur dioxide from nearby factories. The situation continued for five days until rain helped clear the poisons from the air. The factories, however, did not begin shutting down until the fifth day – and they reopened the next morning, after rain fell. About 200 more people died in the days after the smog lifted, and many people were left with permanently damaged lungs and hearts.

Source 1 London smog in 1952

In New York City in November 1953, around 200 more people died in another major smog incident.

The Donora smog incident is credited with starting the campaign for clean air – leading to the US Congress passing the *Air Pollution Control Act* in 1955, and, finally, the *Clean Air Act* in 1970.

This movement was echoed in Britain after the Great Smog of 1952 in London. In similar conditions to Donora, the smog lasted five days, and it is now thought that up to 12 000 people may have died as a result of the pollution. Britain enacted a *Clean Air Act* in 1956.

Other key events

In the second half of the twentieth century, several events occurred that forced people to confront the impact humans were having on the environment.

See, think, wonder *

Look at Source 1.

- What do you see?
- What do you think?
- What do you wonder?

The Minimata Bay incident, 1956

During the 1950s, Minimata Bay in Japan was heavily contaminated by mercury. Mercury – which is highly toxic – was a waste product that had been pumped into the bay from a chemical and plastics factory. Fish caught in the bay were contaminated, as were the residents, who regularly ate the fish from the bay. In 1956, mercury poisoning led to the deaths of 9000 people, and an estimated 2 million others suffered permanent health problems, such as blindness and paralysis.

Maralinga nuclear tests, 1956–57

In Australia, the Maralinga nuclear tests conducted in South Australia by Britain in 1956 and 1957 (see topic 14.10) contaminated the food chain, with radioactivity being found in cows' milk far from Maralinga. At the time of the Cold War, Australians tended to broadly accept nuclear tests as necessary for their survival. The anti-nuclear campaign really started to develop as Australia was dragged more deeply into the Vietnam War in the 1960s. Anti-nuclear campaigns are discussed in topic 14.14.

Analyse this!
A fire on the Cuyahoga River in 1952

Earthrise photograph, 1968

As discussed in topic 14.2, the circulation of a single image, called *Earthrise* – which revealed the Earth as a single, fragile biosphere floating in space – was a profound moment in history. It revealed the interconnected nature of all life on the planet, and started movements such as the back to the land movement.

Cuyahoga River fire, 1969

The Cuyahoga River in northern Ohio was renowned as one of the most polluted rivers in the United States. For many years, industrial waste had been dumped into the river – so much that the river caught fire on at least 13 occasions. The first fire on the river was in 1868, and the largest was in 1952, which caused millions of dollars' worth of damage to bridges and other structures. It was not until 1969, however, after there had been several more fires on the river, that one was reported in *Time Magazine*. The incident caught the attention of the nation, and stimulated a campaign that culminated in the *Clean Water Act* of 1972. It showed that people were starting to effectively organise themselves to oppose the unrestricted expansion of industry at the planet's expense.

Source 2 Firemen spray water at a fire on the Cuyahoga River in 1952.

The flooding of Lake Pedder, Tasmania, 1972

In the 1960s, the Tasmanian Government cancelled the national park listing of Lake Pedder and flooded the region as part of a dam system to provide cheap electricity for industry. The environmental and political consequences of this are discussed in topic 14.12.

Source 3 Karen Silkwood

Karen Silkwood and the Kerr-McGee company, 1974

Karen Silkwood was a chemical technician and union activist at the Kerr-McGee nuclear fuel production plant in Oklahoma in the United States. The company was a major employer in the region, and produced plutonium pellets for nuclear reactor fuel rods. As part of her union activities, Silkwood was responsible for investigating health and safety issues. At an Atomic Energy Commission hearing in August 1974, she revealed employee safety risks, such as exposure of workers to contamination, faulty respiratory equipment and improper storage of samples.

Silkwood was herself tested for contamination on 5 November 1974, where it was found that she was 400 times over the safe limit for exposure to plutonium. There has been considerable debate over how Silkwood became so contaminated at this time. Kerr-McGee later suggested she was deliberately poisoning herself to make the company look negligent. There has been other evidence to suggest the source of the contamination may have been from within her house.

On 13 November 1974, Silkwood had decided to go public with her investigations of safety breaches at Kerr-McGee. According to a witness, she left a union meeting with a folder of documents to meet a *New York Times* reporter and a union official. On the way to that meeting, Silkwood's car ran off the road and she was killed. Local police investigations called it a single-car accident, caused by Silkwood falling asleep at the wheel. Later investigations, however, raised doubts about the circumstances of her death. The documents she was supposedly carrying to her meeting were never found in the car. There was evidence that her car may have been rammed from the back and forced off the road.

Silkwood's death led to a number of inquiries into the nuclear fuel industry. One of the revelations was that more than 40 pounds of plutonium had gone missing from the Kerr-McGee plant where Silkwood worked – enough to make two atomic bombs. It has not been recovered.

In 1975, Kerr-McGee closed all its nuclear plants. The plant where Silkwood worked was not decontaminated and decommissioned until 1994. At the end of the twentieth century, no nuclear-related plants existed in Oklahoma.

The film *Silkwood* (1983) tells the story of Silkwood's time at Kerr-McGee and her death. She has become a symbol of the struggle for regulation of the nuclear power industry.

I used to think, now I think

Reflect on your learning about the perception of environmental activists and complete the following sentences.

- I used to think …
- Now I think …

What has changed in your understanding?

14.9 CHECK YOUR LEARNING

Evaluate and create

1. **Create** a timeline to summarise key environmental events and campaigns from the end of World War II to 1975, based on the information in the text.
2. Use the information in the timeline you created in question 1 to annotate a world map, showing the events and dates in the timeline. There is an outline map of the world available on your obook pro. Conduct some **research** and add details of other significant environmental events and campaigns in this period.
3. Choose one environmental event in this topic to **research** further, and write a short story or news article based on the event.

Document
World: Blank map

14.10 Nuclear weapons testing

In this topic, you will:

- outline the impact of nuclear testing
- explain why the United Kingdom conducted major nuclear weapons tests in Australia
- explain how opposition to nuclear testing grew, including the formation of Greenpeace.

A weapon as powerful as the atomic bomb has to be tested, with each test releasing radioactive material into the atmosphere. The first test of a nuclear weapon took place on 16 July 1945, when the United States detonated one nicknamed 'The Gadget' in the State of New Mexico. This was less than a month before the use of the atomic bomb in World War II on the Japanese cities of Hiroshima and Nagasaki. Weapons were also tested in the State of Nevada during the 1950s.

US nuclear tests in the Marshall Islands, 1946–58

As the Soviet Union, Britain and France – and later China, India and Pakistan – acquired nuclear weapons, testing increased. The United States conducted 67 nuclear tests in the Marshall Islands in the Pacific between 1946 and 1958. This included the detonation of the first hydrogen bomb, codenamed 'Castle Bravo', on Bikini Atoll in 1954. Its blast was far more powerful than scientists expected, contaminating the entire area. After the wind changed, it also contaminated fishing boats.

The United States seemed unconcerned about the effects on the soldiers and locals who would be exposed to nuclear fallout after the Bikini Atoll nuclear tests. Although the locals were removed from the region before the blasts, they returned within three years. Many developed symptoms of radiation sickness, so they were removed once again. In 1956, the Marshall Islands were declared the most contaminated place on Earth by the Atomic Energy Commission. The area is still unliveable, over 60 years after the test.

Source 4

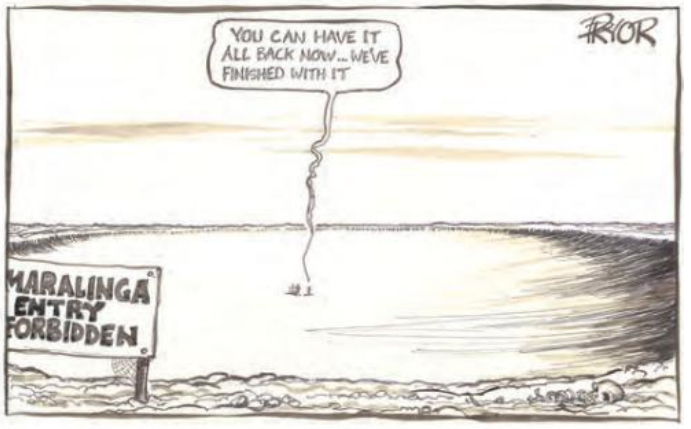
> It would be very interesting to go back and get good environmental data … so as to get a measure of the human uptake, when people live in a contaminated environment … Now, data of this type has never been available … While it is true that these people do not live, I would say, the way Westerners do, civilized people, it is nevertheless also true that they are more like us than the mice.

Extract from a statement by a scientist in a secret meeting held in January 1956, where the decision was made to allow Marshall Islanders to return to live on Rongelap Atoll, 160 kilometres east of Bikini Atoll

Source 5 A view of the second atomic bomb explosion at Bikini Atoll, codenamed 'Baker', 25 July 1946

British nuclear testing in Australia

Britain tested its nuclear weapons in Australia because Australia had more open spaces and underpopulated areas than Britain. Australia also still had close ties with Britain, due to colonial links. Weapons were exploded at the Monte Bello Islands just off the Western Australian coast, on Christmas Island in the central Pacific, and in Maralinga and Emu Field in South Australia. Australian newspapers reported Royal Australian Air Force pilots flying through the aftermath of the nuclear cloud to gather dust samples during the 1950s tests. In spite of British assurances that limited radiation would be released by the tests, there is clear scientific evidence of radioactive material entering the food chain in Australia in the 1950s.



Source 6 Cartoon (1984) by Geoff Pryor, National Library Australia, nla.obj-156502334

British nuclear tests stopped in 1963 and Maralinga was closed in 1967, after British authorities conducted an unsatisfactory clean-up. In 1985 a Royal Commission into British nuclear tests in Australia was conducted, which was highly critical of the British and Australian Governments at the time and stated that there was a lack of commitment to ensuring the safety and welfare of Aboriginal people.

Between 1996 and 2000, 3080 square kilometres of Maralinga country had been cleaned to a standard considered safe for unrestricted access. Maralinga was formally returned to the Tjarutja people in November 2009.

Analyse this!
Cartoon by Geoff Pryor

The formation of Greenpeace

In the early 1950s, the United States had considered the Alaskan island of Amchitka, at the western end of the Aleutian Islands, for nuclear testing. After about 34 test holes had been drilled, the site was deemed unsuitable, and the project was moved to Nevada; but in the 1960s, the United States announced its intentions to continue nuclear testing on Amchitka – despite there being a major tectonic fault in the region, and therefore a risk of earthquakes and tsunamis. The first weapon was detonated there in 1965.

A group of Canadians and Americans formed in British Columbia, Canada, to oppose the tests and sail into the testing area. They were called the Don't Make a Wave Committee, their name referencing the danger of tsunamis at Amchitka. To raise the funds needed to hire a ship, they organised a fundraising concert in Vancouver, British Columbia, with Joni Mitchell, James Taylor and Phil Ochs, which took place on 16 October 1970. The protesters, who would soon be known as Greenpeace, sailed to Amchitka for the first – and ultimately successful – **direct action** campaign in September 1971. Although the United States navy forced them to turn back, the publicity and public exposure of the dangers of the weapons testing meant that no further nuclear testing took place at Amchitka.

direct action
action that seeks to achieve an end directly and by the most effective means, e.g. by the use of strikes, boycotts and sit-ins

Greenpeace established itself with the aim of ensuring 'the ability of the Earth to nurture life in all its diversity'. Since its formation, Greenpeace has successfully campaigned against many environmental abuses, including French testing of nuclear weapons in the Pacific, whaling, mining in Antarctica and the illegal dumping of nuclear waste.

In 2020, Greenpeace celebrated its fiftieth anniversary with the theme '50 Years of Making Waves'. It remains one of the most significant environment activist groups in the world, with branches in 55 countries. On the official Greenpeace website, it describes itself as a global network of 'ordinary people willing to do extraordinary things to protect the environment'. It also acknowledges that after 50 years of activism, 'there is still a lot to do'.

Key skill worksheet
Sequencing events: Nuclear weapons

Sinking of the *Rainbow Warrior*

The *Rainbow Warrior* was Greenpeace's flagship. In July 1985, the *Rainbow Warrior* was berthed in Auckland Harbour on its way to a protest against French nuclear testing at Mururoa Atoll in the South Pacific. Greenpeace had been sailing into the French nuclear testing zone since 1972, and had embarrassed the French Government by exposing the massive environmental degradation the tests had caused in the region.

Source 7 The Greenpeace ship the *Rainbow Warrior* after it was bombed in Auckland Harbour

France's reputation in the Pacific was suffering as protests increased against its nuclear tests, and French intelligence services developed a plan to prevent the *Rainbow Warrior* from reaching Mururoa Atoll. On 10 July 1985, an explosion rocked the *Rainbow Warrior*. It was designed to blow a hole in the ship and start it sinking, giving people on board time to leave. A second explosion was triggered several minutes later to complete the sinking. A Greenpeace cameraman, Fernando Pereira, had gone back into his quarters to retrieve camera gear when the second explosion occurred. He was drowned.

Investigations in New Zealand ultimately revealed the involvement of French intelligence agents Alain Mafart and Dominique Prieur. They were arrested and jailed, but were later released into French custody after France had instigated an economic boycott of New Zealand.

Nuclear testing bans

The impact of nuclear testing in the South Pacific is still felt today. Nuclear contamination will remain for an undetermined number of years. France continued its **above-ground nuclear testing** in the Pacific until 1974, and China tested above ground until 1980. A ban on nuclear weapons testing was signed by most nuclear countries in 1996, when France finally ceased its **underground nuclear tests** in the South Pacific. India and Pakistan, which did not sign the ban, last tested weapons in 1998. The most recent nuclear weapons test was conducted by North Korea in 2017.

above-ground nuclear testing
the test detonation of nuclear weapons above ground; such tests can cause large amounts of nuclear fallout

underground nuclear tests
test detonations of nuclear weapons underground; when the device being tested is buried at sufficient depth, the nuclear explosion may be contained, with no release of radioactive materials to the atmosphere

14.10 CHECK YOUR LEARNING

Review and understand

1. List the sites of nuclear testing in Australia. **Outline** what they have in common.
2. **Explain** why Greenpeace was established.
3. **Identify** how long it was after the hydrogen bomb tests on Bikini Atoll that islanders were returned.

Apply and analyse

4. Read the statement in Source 4 closely:
   a. **Explain** the context of this source.
   b. What evidence does this source provide about the knowledge, among scientists and the public, of the effects of nuclear contamination during the 1950s? **Explain** your answer.

Evaluate and create

5. a. **Research** three campaigns Greenpeace has been involved in.
   b. Select one of these campaigns and answer the following question: '**To what extent** has Greenpeace been successful in this campaign?'
6. Conduct in-depth **research** about what actually happened in the 'Castle Bravo' test at Bikini Atoll in the Marshall Islands. List the ongoing effect on the environment and the Marshall Islanders.
7. Australian Prime Minister Robert Menzies readily agreed to Britain's request for a permanent nuclear testing site at Maralinga, South Australia. Write a letter to the editor about this decision from the perspective of someone who lives near the proposed test sites.

14.11 Nuclear disasters

In this topic, you will:

» investigate the impact of nuclear disasters in the twentieth century.

Since the first commercial nuclear power plant was built in the Soviet Union in 1954, nuclear power has been championed by supporters as a cleaner and more sustainable source than coal-generated power, but it comes with significant risks. Three nuclear disasters, in particular, have had a significant impact on the way people view nuclear power, highlighting the dangers inherently involved with its production.

Three Mile Island, 1979

On 28 March 1979, the Three Mile Island nuclear power plant in the US State of Pennsylvania (north of New York) experienced a partial core meltdown. A core meltdown, which is caused by overheating, is the worst-case scenario for a nuclear power plant, and triggers the widespread release of deadly radiation. Prior to this event, fears about the safety of nuclear power plants were largely dismissed as alarmist. Three Mile Island changed that complacency forever.

In the lead-up, a stuck open valve in one of the nuclear reactors released a significant amount of coolant from the reactor. An operator, unable to see a hidden indicator light, misread the situation and thought there was too much coolant in the reactor. He overrode the automatic system and released more steam into the reactor, raising the temperature and causing a meltdown.

A couple of days after this initial incident, radioactive gas was released into the atmosphere. A state of emergency was declared, and contradictory reports from officials at the plant about the amount of radiation released had locals hiding in their houses for fear of contamination. The Nuclear Regulatory Commission then authorised the release of 40 000 gallons of radioactive waste water into the Susquehanna River.

Source 8 Anti-nuclear power protestors near Three Mile Island, 1979

A clean-up of the area commenced in August 1979 and public inquiries were held to try to understand the causes of the disaster. In 1993, after a cost of US$1 billion, the clean-up was complete. Although studies have found that residents have not reported increased levels of cancer as a result of any exposure to radiation from the Three Mile Island meltdown, the incident affected public trust in the nuclear power industry.

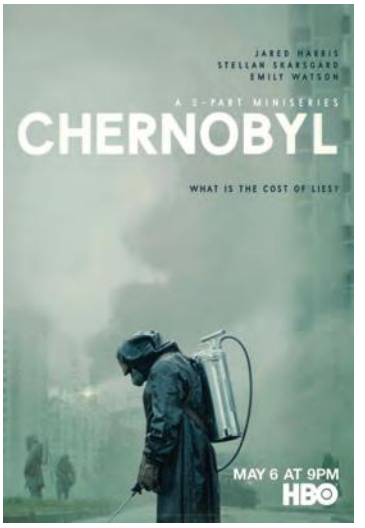
Chernobyl, 1986

On 26 April 1986, the Chernobyl nuclear power plant in Ukraine (then a part of the Soviet Union) exploded. Large quantities of radioactive material were released into the atmosphere – more than 400 times the amount that was released when the atomic bomb was dropped on Hiroshima in 1945. For several weeks, weather reports included the location of the cloud of radioactive material as it made its way west across Europe, and eventually spread across Greenland, Canada and the United States.

Chernobyl is considered the world's worst nuclear disaster.

In the months after the disaster, more than 100 000 people were evacuated from within a 30-kilometre radius of the nuclear plant. A further 230 000 people would eventually be relocated.

Source 9 The abandoned town of Pripyat, near Chernobyl



Source 10 In 2019, the Chernobyl incident was brought to life in an HBO miniseries. The five-part television drama was met with critical acclaim for how it portrayed the human impact of the events at Chernobyl.

Estimates of the number of deaths that can be attributed to Chernobyl vary widely. There is agreement that 31 workers died as a direct result of the explosion. The problem with a nuclear accident, however, is in accounting for the later deaths from radiation and related cancers. Estimates ranged from 4000 to 200 000. A Russian publication from 2007 conducted major research into the question, and came to the stunning and verifiable conclusion that 985 000 people worldwide had died prematurely from exposure to radiation and fallout from Chernobyl.

Fukushima Daiichi, 2011

The Fukushima Daiichi nuclear power plant in east Japan suffered major damage when a massive earthquake and subsequent tsunami struck on 11 March 2011. The earthquake disabled the reactor cooling systems, leading to nuclear radiation leaks and closing the plant. A 30-kilometre evacuation zone was put in place around the plant, and 100 000 people were evacuated from their homes. Some areas are expected to stay within an exclusion zone for decades. It is still too early to assess its full environmental impact.

Fukushima Daiichi is the world's second-biggest nuclear disaster, after Chernobyl. It changed attitudes in Japan, leading to mass protests and what one commentator described as 'a nationwide loss of faith' in nuclear power. Japan looked to be moving away from reliance on nuclear power and towards alternative renewable power sources for the future. But as of 2021, there were nine nuclear reactors in operation, with a further seven approved for restart.

Quiz me!
A quick quiz on nuclear disasters

14.11 CHECK YOUR LEARNING

Apply and analyse

1 **Analyse** the causes and effects of nuclear disasters by copying and completing the table below.

Nuclear disaster	Causes	Effects on people
Three Mile Island, 1979		
Chernobyl, 1986		
Fukushima Daiichi, 2011		

Evaluate and create

2 **Evaluate** the usefulness of a television show as a secondary source on the Chernobyl incident.

3 a As a class, **discuss** the lessons to be learnt from the Chernobyl and Fukushima Daiichi incidents.

b Working individually, write a letter to the UN explaining how you think the world should move forward in light of what we know about both incidents.

14.12 Significant events and campaigns in Australia

In this topic, you will:

- discuss significant environmental events in Australia
- explain why environmental movements and the Australian Greens gained increasing public voice in Australia.

From the late 1970s to the 1990s, significant events and campaigns led to a growing awareness of environmental issues in Australia and the world. In Australia, Tasmania was the battleground between developers and environmentalists.

Lake Pedder

The area around Lake Pedder in south-west Tasmania had been a national park since 1955, but in 1967 the Tasmanian Government withdrew the national park listing so that the region could be flooded by damming the Gordon, Serpentine and Huon Rivers. The damming was regarded as necessary because Tasmania planned to attract industry with the lure of cheap, renewable electricity. The Hydro-Electric Commission was going to provide that cheap electricity.

Both the state government and the Hydro-Electric Commission rejected opposition to the damming, and dismissed any environmental issues that were raised. The Premier of Tasmania, Eric Reece, even refused an offer from future Prime Minister Gough Whitlam to pay whatever was necessary to save Lake Pedder.

Opposition to the proposal became widespread as awareness of the ecological significance of the region started to grow. Supporters came from around the world to see such unique features as the pink quartzite beach, and to demand recognition of the precious nature of the region.

In spite of opposition, the damming took place in 1972. The original, natural Lake Pedder was completely submerged by the new and much larger artificial lake. Three species appear to have been made extinct by the flooding: an earthworm, a flatworm and a fish.

Source 11 A view of Lake Pedder in 1972, before it was flooded

Source 12 The Lake Pedder protests were the start of a continued campaign to save Australia's natural environment.

The growth of green politics

Although the flooding of Lake Pedder was a significant loss for the emerging environmental movement, it encouraged further resistance. The United Tasmania Group – the world's first green political party – was formed in 1972, and it paved the way for green issues to become political. More powerful political organisation developed to fight further plans for the destruction of the south-western Tasmanian wilderness. In many ways, the loss of Lake Pedder created the modern green movement.

The Franklin Dam campaign, 1978–83

The Lake Pedder campaign had been a failure for the Tasmanian environmental movement, but the activists were determined to learn from that failure. When the Hydro-Electric Commission announced plans in 1978 to dam the Franklin River in south-western Tasmania, there was immediate and planned opposition. The Tasmanian Wilderness Society had emerged from the United Tasmania Group. It was to become a significant political force.

If completed, the Franklin Dam would destroy even more of the pristine south-western Tasmanian wilderness. Tasmania already had 39 dams and 26 hydroelectricity stations. The area was being considered for listing as a World Heritage Area, and the decision to build a dam while that process was under way was seen as particularly provocative.

Quiz me!
A quick quiz on significant events and campaigns in Australia

The Tasmanian Government tried to negotiate compromises. A referendum (public vote) to give people the choice of two dam locations or no dam at all suddenly changed to become a vote for one of two dams. Opponents were outraged and almost 45 per cent of the Tasmanian electorate cast informal votes (that is, they spoiled their ballots so they would not be counted) as a protest against the 'no dam' option being removed from the ballot paper. The state Labor government was defeated in the May 1982 election, and a new Liberal government attempted to force the dam through.

A national campaign

Under the leadership of a young doctor, Bob Brown, the Tasmanian Wilderness Society's political organisation was supported by a publicity campaign that made the south-western Tasmanian wilderness a national issue. Men and women from all walks of life held public meetings, distributed pamphlets, wrote letters to the media, appeared on television, spoke to politicians and hosted trips up the Franklin River.

Source 13 Bob Brown leading protests against the Franklin Dam in the early 1980s; he would later become the leader of the Australian Greens and a senator in the federal parliament.

Source 14 Protestors blockade the Franklin River.

By mid-1980, Wilderness Society membership had risen to almost 2000. People flocked in their thousands to Tasmania to join a huge blockade. Arrests became common as a wide range of people decided that the Franklin Dam was the issue on which they would make a stand. As Brown said in the foreword to Alice Hungerford's 2012 book *UpRiver: Untold Stories of the Franklin River Activists*:

> All up, some 6000 people registered to help, nearly 1500 protectors of the wilderness were arrested and 600 went in paddy wagons [police vans] across the island, overnight, to Risdon Prison.

The non-violent blockade continued for almost a year, drawing international attention.

In January 1983, Prime Minister Malcolm Fraser tried to negotiate a compromise by offering the Tasmanian Government $500 million in compensation. This offer was rejected. After Fraser called a federal election the following month, the Labor opposition, led by Bob Hawke, promised to stop the dam. When Labor won the election, it meant the issue was headed for the courts.

On 1 July 1983, the Australian High Court decided by the narrowest majority (a vote of 4 to 3) that the federal government had the power to stop the dam. This finally resolved the issue.

The Australian environmental movement took a huge step forward with the Franklin Dam campaign. The lessons of Lake Pedder had been learnt. The combination of political activism, non-violent direct action and effective publicity created a large amount of support. For the first time in Australian politics, the environment had been a major political issue.

'Save the Whales'

Whaling was one of Australia's earliest export industries, with whale products earning more than land produce for the first 40 years of the colony until the 1830s, when wool production took over. The demand for whale oil for lighting and heating dropped as petroleum became increasingly available in the early twentieth century.

A whaling station operated on Moreton Island in Queensland between 1952 and 1962. In that time, it processed more than 6000 humpback whales. Also, more than 1000 whales were processed in a whale factory at Byron Bay in New South Wales at the same time.

In 1977, Australia still had one whaling station – at Frenchman's Beach near Albany in Western Australia.

As technology improved, exploding harpoons and faster ships meant that the whaling industry hunted many whale species almost to extinction.

The movement against whaling in Australia

The movement against whaling grew in the 1970s as science and popular culture combined to create an awareness of the significance of marine mammals. Musicians such as David Crosby and Graham Nash, bands such as Yes, and novels such as *Musco: Blue Whale* (1978) by Vincent Smith all helped raise awareness of the disappearance of whale species. Biologists documented the details of whales' family relationships, their communication systems, the cruelty of their slaughter, and their rapidly declining numbers.

Greenpeace started a major campaign in the 1970s to draw attention to the nature of the whaling industry, and the formation of the activist group Project Jonah gave a specific focus to moves to ban whaling in Australia. Through direct action and publicity campaigns, Project Jonah made whaling an important environmental issue in Australia. Protestors travelled to Albany and took direct action by riding out to sea in rubber dinghies and placing themselves between whales and the whaling ships' explosive harpoons.

When Phoebe Fraser, 11-year-old daughter of Prime Minister Malcolm Fraser, wore a 'Save the Whales' badge during the 1977 federal election campaign, the movement took off. After Fraser won the election, he instigated an inquiry that recommended the end of whaling and a ban on all whale-related products. Australia moved from being a supporter of whaling to a major opponent in the deliberations of the International Whaling Commission.

The legacy of Fraser's decision can be seen in the growth in tourism associated with whale-watching cruises, and the public excitement when previously endangered species come close to human habitats, such as Sydney's waterways. There has also been rising hostility towards nations that still participate in whaling, such as Japan.

Source 15 Whalers using explosive harpoon heads

Source 16 Protestors near Australia's last whaling station in Albany, Western Australia, 1977; the last whale to be harpooned in Australian waters was killed on 20 November 1978, and the whaling station closed the following day.

The Jabiluka mine protests, 1990s

Jabiluka is a uranium deposit within – but not part of – the World Heritage-listed Kakadu National Park in the Northern Territory. It is on land belonging to the Mirarr people. Because uranium is a key ingredient in the nuclear industry, it is a valuable resource and any mining of it has significant economic implications for Australia.

Uranium was discovered in the Northern Territory in the 1960s. In 1980, mining commenced at Ranger, adjacent to Jabiluka; and there was a move to mine the deposits at Jabiluka at the time of the 1983 federal election. However, the victorious Hawke Labor government made it clear that it would resist the granting of export licences for uranium, preventing overseas investors profiting from the resource. As a result, work on the mine stopped.

There was renewed interest in the project in 1996 when John Howard was elected as prime minister and sought to begin work on the mine again. In 1998, the Mirarr people called for volunteers to join a blockade to prevent the mine's development. In a campaign that was similar to the Franklin Dam confrontation, more than 5000 people took part in an eight-month blockade and over 500 people were arrested. But the concerns of the Mirarr people were largely ignored, and work began.

In 1998, falling uranium prices put an end to the further development of the mine, and a sale of the lease saw the project shelved. The Mirarr people have been given the right to reject any future project, and they successfully campaigned for work to begin on restoring the site. Rehabilitation work began in 2003 and involved returning 50 000 tonnes of material that had been removed from the land. This was concluded in 2015, and in 2021 all uranium mining ended in Kakadu.

I used to think, now I think

Reflect on your learning about the motivations and actions of environmentalists and complete the following sentences.

- I used to think ...
- Now I think ...

What has changed in your understanding?

Source 17 Jabiluka mine protest, 1998, with environmentalist, activist and musician Peter Garrett in the centre

Green parties in Australia and the world

In 1972 the United Tasmania Group contested the 1972 state election. Shortly afterwards, similar parties formed in New Zealand, Switzerland and Britain. Western Europe has been the major centre of green politics; in fact, Germany's Green Party was part of the governing coalition between 1998 and 2005.

Today, green participation in various levels of government has become a regular part of political life. The Australian green movement formally organised into the Australian Greens political party in 1992, with four core values: ecological sustainability, social justice, grassroots democracy, and peace and non-violence.

Source 18 In the 2010 federal election, Adam Bandt was the first Greens candidate elected to the House of Representatives.

Since 1992, the Greens have become politically successful and their members have been elected at state and federal level. They had their first member elected to the House of Representatives in the Commonwealth Parliament in 2010, when Adam Bandt (see Source 18) won the seat of Melbourne. He retained it in the 2013 and 2016 elections.

The European Parliament became a key source of influence for green parties after it elected green representatives from Germany, Belgium and the Netherlands in 1984. They combined with other small parties to form a coalition to push for environmental and animal protection, and safeguards against nuclear power and urban heritage destruction.

14.12 CHECK YOUR LEARNING

Review and understand

1 **Explain** the environmental costs of damming Lake Pedder.

2 **Identify** the government that ultimately saved the Franklin River.

3 **List** the methods used to oppose the building of the Franklin Dam.

4 **Summarise** the role Australian prime ministers have played in the issues addressed in this topic.

Apply and analyse

5 a **Identify** the group of Aboriginal people on whose land the Jabiluka uranium deposit was located.

b **Distinguish between** the perspectives of these people and the perspective of the Howard government.

c **Suggest** two reasons why their perspectives were not considered at this time.

6 **Compare** the outcome at Lake Pedder with the outcome at the Franklin River. Remember, when you compare two things you must talk about how they are similar and how they are different.

7 **Propose** (put forward) why environmental movements and the Greens gained an increasing public voice in Australia.

Evaluate and create

8 The issue of whale conservation emerged again in the 1980s when Japan issued itself licences to hunt whales for 'scientific purposes', despite increasing opposition.

a **Research** the direct action campaign against Japanese whaling by the environmental group Sea Shepherd.

b As a class, **discuss** whether you think Sea Shepherd's tactics are successful because they focus media and public attention on the sustainability of marine life, or more likely to lose mainstream environmental support because of the use of violence.

9 On 31 March 2014, the UN's International Court of Justice ruled that Japan should halt its annual whale hunt in the Antarctic. Conduct **research**, and then write a TEEL paragraph (see page 245 of 'The history toolkit') on the part that Australia played in this court case and the reason for the ruling.

10 **Create** two diary entries that describe the activity shown in Source 14:

a one from the perspective of a protestor blockading the river to physically stop the building of the dam

b one from the perspective of a dam worker on a barge in the river, whose work is being stopped by protestors.

14.13 Australian government responses

In this topic, you will:

» investigate different Australian government responses to environmental issues

Australian governments have rarely become involved in environmental matters until forced to do so. Most Australian governments have been followers rather than leaders on the environment.

The first environment ministry, 1971

In 1971, Liberal Prime Minister William McMahon created a Ministry for Environment, Arts and Aboriginal Affairs and appointed Peter Howson as its first minister. Howson had previously been defence minister, and was known to have been angry about his new appointment, complaining: '[McMahon] gave me trees'. Howson's attitude was an indication of the low opinion many politicians had of the environment.

Key skill worksheet
Identifying continuity & change: Australian government responses

Very little was achieved in Howson's ministry. However, the government's recognition of the need for an environment ministry reflected the changes that were taking place in Australian society. In Sydney, the Builder's Labourers Union started taking direct action – called 'green bans' – by refusing to work on sites where development threatened significant buildings, landmarks and bushland. This movement preserved many important Sydney buildings.

Source 19 In 1971 a group of women from Hunter's Hill in New South Wales sought the help of the Builders Labourers Federation to save Kelly's Bush – the last remaining open space in the area – from development. This was the first 'green ban'. It was a complete success.

The Whitlam government, 1972–75

When Gough Whitlam became prime minister in December 1972, he kept the environment ministry, renamed the Department of Environment and Conservation. He appointed Moss Cass as minister. By giving Cass a portfolio that enabled him to focus completely on environmental issues, Whitlam gave these issues much greater importance.

Although Cass was unable to prevent the flooding of Lake Pedder (see topic 14.12), he ended sand mining on Fraser Island off the Queensland coast, and helped protect and preserve the Great Barrier Reef. His actions ensured that these two significant natural attractions are still available for the current generation of Australians to visit. Cass continued to work in environmental areas after his retirement from parliament in 1983.

The Fraser government, 1975–83

Malcolm Fraser's government built on some of the achievements of Moss Cass. It implemented Cass's recommendation to end sand mining on Fraser Island, and prohibited oil exploration and drilling on the Great Barrier Reef. Fraser also banned whaling and trading in endangered species. However, the Fraser government allowed limited uranium mining in the Northern Territory, and Fraser's conviction that the Franklin Dam was a state rather than a federal matter meant that he refused to intervene meaningfully in that area (see topic 14.12).

The Hawke and Keating governments, 1983–96

When Bob Hawke replaced Fraser as prime minister in 1983, he arrived in government with a clear understanding of the importance of environmental issues. At least in part, he owed his election to his pre-election promise to stop the Franklin Dam in Tasmania. He used legislation and the courts to ensure the Franklin River was saved. He introduced the *World Heritage Properties Conservation Act 1983* to give the Commonwealth Government responsibility for World Heritage areas. This was important in battles with pro-development state governments, such as the Bjelke-Petersen government in Queensland. Hawke also prioritised the selection of Kakadu National Park as a World Heritage site.

Hawke's successor, Paul Keating, signed the Madrid Protocol in 1991, to protect the environment, endangered species and ecological communities in Antarctica.

Source 20 Protecting the Franklin River in Tasmania was a key election promise for Bob Hawke.

The Howard government, 1996–2007

Although John Howard established a reputation for hard-line conservatism on environmental matters, it must be remembered that his government did pass an environmental Act: the *Environment Protection and Biodiversity Conservation Act 1999*. This Act was introduced as part of Howard's negotiations with the Australian Democrats to win their support for the introduction of the goods and services tax. Its objectives included to:

- provide for the protection of the environment, especially matters of national environmental significance
- conserve Australia's **biodiversity**
- protect biodiversity internationally by controlling the international movement of wildlife
- provide a streamlined environmental assessment and approvals process where matters of national environmental significance are involved
- protect our world and national heritage
- promote ecologically sustainable development
- recognise that Aboriginal and Torres Strait Islander peoples have an important role in the conservation and sustainability of natural ecosystems.

biodiversity
the variety of living organisms (e.g. plants, animals, bacteria and fungi) found in an environment

This Act ensured that the Howard government was keeping step with the major demands of the environmental movement. It remains Australia's central piece of environmental legislation.

The biggest block to environmental progress under Howard was his refusal to compromise on Australia's economic development and advancement. For him, this was always the priority, meaning that environmental matters would only be considered if they did not conflict with it.

Source 21 Aboriginal and Torres Strait Islander peoples have an important role in managing Australia's natural ecosystems

The Rudd and Gillard governments, 2007–13

While he was still opposition leader in 2007, Kevin Rudd commissioned a study by Dr Ross Garnaut, a prominent Australian economist, on the impact of climate change on Australia's economy. This was recognition that environmental decisions were becoming more pressing. The link between climate change and the economy was seen as controversial, and the commission of Garnaut's report was an effort to examine the evidence.

By the time the final report was delivered in 2008, Rudd was prime minister. The report's key findings were that Australia should commit to reducing greenhouse gases and implement an **emissions trading scheme (ETS)**. This would require major polluters to pay for the emissions they were producing. Garnaut also found that Australia could cope economically with the costs of dealing with climate change. Perhaps more crucially, he recognised that the costs of doing nothing would be higher than the costs of taking action.

emissions trading scheme (ETS) a scheme that can play out on both a national and international level which offers incentives to businesses and companies for reducing emissions, or pollution

In 2010, Garnaut was asked for an update on the report. This update, which was delivered to Julia Gillard's government in 2011, examined the evidence for climate change. According to Garnaut:

> [N]ew data and analysis generally are confirming the likelihood that outcomes will be near the midpoints or closer to the bad end of what had earlier been identified as the range of possibilities for human-induced climate change.

The Gillard government introduced an ETS in 2011 that basically placed a price on all carbon that was emitted by industry, and made businesses responsible for paying for their emissions. Businesses could offset the costs by purchasing credits against future emissions.

The Abbott and Turnbull governments, 2013–18

In 2011, the then Leader of the Opposition Tony Abbott opposed the ETS, and it became a divisive political issue. Abbott's view was that Australia should not act on its own because it risks losing projects to countries that do *not* place a price on carbon. Removal of the ETS became Abbott's first priority after winning the 2013 federal election. The ETS was finally abolished in July 2014.

In 2013, the Abbott government sought to expand the Abbot Point coal terminal in Queensland, which is located near the Great Barrier Reef Marine Park. The expansion would require the dredging (removal) of 1.1 million cubic metres of material from the sea floor. The Abbot government requested this despite the 2009 Great Barrier Reef Marine Park Authority's *Outlook Report* concluding that the long-term outlook for the reef was already poor because of the impacts of climate change. The expansion was approved following a report by the World Heritage Committee in 2015, which decided not to include the Great Barrier Reef on its 'in danger' list; and includes more machinery, ship loaders and an additional wharf. Since then, pressure has increased to place the reef on the 'in danger' list.

Source 22 The conservation of the Great Barrier Reef continues to be the subject of political debate.

Quiz me!
A quick quiz on Australian government responses

The election of the Abbott government appeared to tilt the balance in favour of development over environmental protection. Many of the government's first actions in office involved winding back legislation such as that relating to the ETS and to mining tax, and removing advisory or research bodies investigating the impact of climate change. When in 2014 the Minister for the Environment, Greg Hunt, proposed removing World Heritage listing from 74 000 hectares of Tasmanian wilderness area that had been listed in 2012, it appeared that environmental protection would once again become a major issue in Australian politics.

In his first months as prime minister in 2015, Malcolm Turnbull signalled a new approach to climate policy when he announced the government would retain two clean energy funds (money used to stimulate the clean energy sector) that Abbott had planned to abolish. Turnbull's ascension to the role of prime minister was seen as a victory for those who had a more moderate political approach to environmental matters.

Under Turnbull's government, Australia signed the Paris Agreement in 2016 – a global agreement within the UN Framework Convention on Climate Change that was signed by nearly 200 countries. The aim of the agreement is to limit 'the increase in the global average temperature to well below 2°C above [pre-Industrial Revolution] levels'. To achieve this long-term goal, the countries that signed aim to reduce greenhouse gas emissions as soon as possible. For Australia, the aim is to reduce greenhouse gas emissions to be between 26 and 28 per cent below 2005 levels by 2030.

The Morrison government, 2018–

In 2018, Turnbull was replaced by Scott Morrison. Morrison returned to the conservative approach towards climate change that Abbott had modelled years earlier. While he was treasurer under Turnbull, Morrison had attended parliamentary Question Time in 2017 holding a lump of coal and saying: 'Don't be afraid, don't be scared, it won't hurt you. It's coal.' Morrison was widely criticised for this at the time, as Australia was experiencing a heatwave that many believed was linked directly to climate change.

Morrison, a long-term climate change denier, was forced to accept its reality amid the 2019–20 bushfires. The public criticised his environmental approach as fires raged in every state of Australia.

Source 23 Morrison brandished a lump of coal during Question Time in 2017, when he was treasurer in the Turnbull government.

For much of his time in government, Morrison has ignored pleas from environmentalists, protestors and businesses to adopt a target of net zero emissions by 2050 – an approach that many other nations have taken. 'Net zero emissions' refers to achieving a balance between greenhouse gas emissions produced and greenhouse gas emissions removed from the atmosphere.

In November 2021, at the UN Climate Change Conference in Glasgow – known as 'COP26' – Morrison did announce Australia's

goal to reach net zero carbon emissions by 2050. He also claimed that Australia's method for reaching net zero carbon emissions was by funding technological advancements while still relying on fossil fuels. This was criticised by many world leaders and environmental experts.

Australia was ranked fifty-eighth in the 2021 Climate Change Performance Index (CCPI), below countries that included the United Kingdom, India, Switzerland, the Philippines, the Russian Federation and the United States. Despite this, Morrison confirmed at the end of the summit that he will not change Australia's climate policy.

14.13 CHECK YOUR LEARNING

Review and understand

1 **Summarise** the environmental achievements and failures of different Australian governments by copying and completing the table below.

Apply and analyse

2 **Analyse** the significance of the Paris Agreement.

3 **Explain** how combining several portfolios into a single Department of Environment, Arts and Aboriginal Affairs, and the personal views of the minister, might affect the changes made to environmental policy.

Evaluate and create

4 As a class, **discuss** the competing priorities of economic development and environmental protection.

5 **Evaluate** which government has been most successful in encouraging environmental reform and change.

6 **Create** a timeline of significant political and environmental events in Australia from 2013 onwards.

Government	Environmental achievements	Environmental failures
McMahon		
Whitlam		
Fraser		
Hawke and Keating		
Howard		
Rudd and Gillard		
Abbott and Turnbull		
Morrison		

Source 24 The selection of Kakadu National Park as a World Heritage site was prioritised by the Hawke government.

14.14 International responses, protocols and treaties

In this topic, you will:

- explain the responses of governments and organisations to environmental threats
- evaluate the effectiveness of international protocols and treaties created to support the environment.

Environmental concern has become an international phenomenon. Established political parties have been reluctant to address environmental concerns, as they have valued traditional links between industrialisation, economic wealth and political power. As a consequence, new groups have emerged – particularly political parties, such as the Australian Greens – to challenge existing values. In addition to this, international groups have formed to combat environmental concerns and hold each other to account in terms of environmental goals.

National responses to environmental threats

Two examples of when governments have taken action in response to environmental threats are the US *Comprehensive Environmental Response Compensation Liability Act* (CERCLA) and New Zealand's nuclear ban.

CERCLA

The US Government passed CERCLA, also known as the 'Superfund law', in 1980 in response to the widespread dumping and mismanagement of hazardous waste by industrial companies in the 1970s. Two significant events that spurred the US Government to pass this legislation took place in the Valley of the Drums in Kentucky, and in Love Canal in the State of New York.

Sequence this! International responses, protocols and treaties

Love Canal was a community in Niagara Falls that was built near a dumping ground for toxic waste (see Source 25). Chemicals leached into the soil, and surfaced in backyards and in the school playground. The entire community was evacuated after health authorities found an increase in miscarriages and birth defects, and it was demolished in 2004.

CERCLA authorises the Environmental Protection Authority (EPA) to identify sites where the environment or public health are threatened. It establishes a 'Superfund' – through taxing certain industries – so that the EPA can take action to remove hazardous materials and clean up contaminated sites if the companies responsible cannot be identified or do not comply with requests to do so.

Source 25 Tanks of toxic waste near houses in Love Canal, New York

See, think, wonder *

Look at Source 25.

- What do you see?
- What do you think?
- What do you wonder?

New Zealand's anti-nuclear policy, 1984

New Zealand's former prime minister David Lange made international news in 1984, when he barred nuclear-powered or armed ships from entering New Zealand's waters. He effectively created a nuclear-free zone around New Zealand that became enshrined in legislation in 1987. This enabled New Zealand to emerge as a strong, forward-thinking and independent nation.

The roots of Lange's decision were in New Zealand's vulnerability as a Pacific island, while Britain, France and the United States tested nuclear devices in the region (see topic 14.10). The ongoing French testing on Mururoa Atoll in the South Pacific had caused widespread resentment in New Zealand. France was never able to explain why nuclear testing was not carried out closer to mainland Europe if the testing was as safe as was claimed.

The sinking of the Greenpeace ship *Rainbow Warrior* by French secret agents further hardened New Zealand attitudes towards the French (see topic 14.10). The agents were responsible for two explosions in July 1985 that sank the ship while it was berthed in Auckland Harbour, killing a Greenpeace cameraman.

New Zealand's anti-nuclear policy made it the champion of the French territories in the South Pacific.

Source 26 Prime Minister David Lange was instrumental in creating a nuclear-free New Zealand.

Source 27 A 2015 Greenpeace demonstration in France recalls the killing of Fernando Pereira in the 1985 *Rainbow Warrior* explosions.

Global initiatives

Another pathway to international environmental action has been through the UN and its associated organisations.

World Heritage listings

Source 28 The UNESCO logo

The role of UNESCO in preserving significant natural areas through World Heritage listing is well known. World Heritage listings have raised the status of many national parks and other special natural areas to international importance, worthy of preservation for future generations.

UN Framework Convention on Climate Change

In 1992, 154 countries signed the UN Framework Convention on Climate Change – an international treaty seeking to limit average global temperature increases and to consider the potential impacts of climate change, which were emerging as a major political topic.

By 1995, the signatory countries had realised that the emission reduction provisions in the Convention were not sufficient to make any meaningful change. Negotiations to strengthen the global response to climate change began, leading to the Kyoto Protocol two years later.

Kyoto Protocol

The Kyoto Protocol was developed at the UN Framework Convention on Climate Change in 1997 in Kyoto, Japan. This was an international meeting to develop an environmental treaty that would attempt to limit the production of greenhouse gases. It was argued that these gases were damaging the **ozone layer** that surrounded the Earth and thereby contributing to global warming.

ozone layer
a layer of gases, with a large proportion of ozone, high in the atmosphere that protects the Earth from harmful amounts of the sun's rays

The main aim of the Protocol was to have nations that were members of the UN commit themselves to reducing greenhouse gas emissions from their 1990 levels by 5.2 per cent. This was not radical, but some climate change deniers used it as an opportunity to resist potential change. It made the conflict between unrestricted development and environmental protection more obvious.

Source 29 The Kyoto Protocol is an international agreement to limit the emission of greenhouse gases.

The signing of the Kyoto Protocol became a major political issue in Australia during the first decade of the twenty-first century. Along with the United States, Australia – under the Howard Liberal government – initially refused to sign it. While the Protocol allowed a number of flexible approaches, the government consistently argued that it would not compromise economic growth for the sake of cutting greenhouse gas emissions. This stance contributed to the Liberal Party's loss at the 2007 election, as well as Howard's loss of his own seat in parliament.

Signing the Kyoto Protocol was one of the first actions of the Rudd Labor government after it won power in November 2007. The United States remained the only major country to refuse to sign it.

Following the Kyoto Protocol, delegates from leading industrial countries, which became know as the G8 (the United States, Canada, the United Kingdom, France, Germany, Italy, Japan and Russia), as well as delegates from Brazil, China, India, Mexico, Ethiopia and South Africa, met for a climate change summit in Washington DC in 2007. This resulted in a non-binding agreement that **developing countries** as well as **developed countries** would have to meet targets relating to greenhouse gas emissions.

developing countries non-industrialised (i.e. largely agricultural) countries with a relatively fragile economy and a low standard of living that is not always able to support the needs of its citizens

developed countries industrialised countries with a well-developed economy and a relatively high standard of living that is able to support the needs of its citizens

Copenhagen Summit

The major follow-up to Kyoto was the 2009 UN Climate Change Conference held at Copenhagen in Denmark. The major aim of this conference – commonly known as the 'Copenhagen Summit' – was to develop a plan for action on climate change that would operate beyond 2012. However, countries often find it very difficult to move beyond their own narrow interests; and ultimately, the Copenhagen Summit reflected all the challenges involved in dealing with environmental issues at a global level. Disputes about the validity of scientific evidence also gave governments an excuse to do very little.

Source 30 Climate change activists protest on the final day of the Copenhagen Summit.

After reports that the conference was not accomplishing its goals, the Copenhagen Accord was drafted by the United States, China, India, Brazil and South Africa. The Accord was never officially adopted. It recognised that climate change was one of the greatest challenges of the present day and that actions should be taken to keep any temperature increases to less than 2°C. The document was not legally binding and failed to contain any formal commitments for reducing carbon dioxide emissions.

Climate change and global warming continue to be a threat to our world, but very little has been achieved at a global level to guarantee that the Earth will be a functioning planet for future generations. The UN has continued to host climate change conferences, which have been held annually since 2011. However, there still remains no fundamental global agreement on how to tackle the world's most pressing environmental issues.

Paris Agreement

In 2016, all members of the UN Framework Convention on Climate Change signed the Paris Agreement to limit global warming (see topic 14.13). The following year, however, then US President Donald Trump announced that he was withdrawing the United States from the agreement. The withdrawal officially took place in 2020. Within hours of being sworn in as president, Joe Biden recommitted the United States to the agreement in January 2021.

As part of the Paris Agreement, each country is required to plan and report on its progress towards its target. Australia, under the Morrison government, was the only one of almost 200 countries intending to meet its 2030 target by using 'carryover credits' from the Kyoto Protocol – that is, credits representing the volume of emissions Australia could have released, but did not. This was met with widespread criticism, both locally and internationally.

Morrison officially abandoned the plan to use carryover credits at the Pacific Islands Leaders' Summit in 2020, where he was confronted with Pacific leaders who demanded that their homes not become 'the "sacrificial canaries" in the coalmine of climate change's existential threat'.

Despite this, Morrison has continued to face criticism for setting much lower targets than other nations, and for not re-setting targets every five years, as is required under international law.

Source 31 Joe Biden recommits the United States to the Paris Agreement within hours of being sworn in as the 46th President of the United States.

14.14 CHECK YOUR LEARNING

Review and understand

1 **Outline** the role of the American EPA under CERCLA.

2 **Explain** the impact of the anti-nuclear policy brought in by New Zealand Prime Minister David Lange.

3 **Identify** when the Kyoto climate change conference was held, and outline its aims.

Apply and analyse

4 **Analyse** the significance of the 2009 Copenhagen Summit.

5 **Propose** (put forward) how two presidents of the United States (Donald Trump and Joe Biden) can have such different views on environmental policy.

6 The Paris Agreement sets out a global framework to avoid dangerous climate change. Visit the Climate Action Tracker website (through your obook pro). **Compare** Australia's progress with that of one other developed nation. Remember, when you compare two things you must talk about how they are similar and how they are different.

Evaluate and create

7 In groups, do some research on carbon emissions trading as a way to tackle climate change. As a class, **discuss** the arguments for and against the introduction of an emissions trading scheme.

8 **Research** the Australian version of the EPA. List the initiatives it has been working on.

9 As a class, **research** a range of projects that have taken place in your local area over the past 50 years and how these have positively or negatively affected the environment. Using a shared online document, create a booklet about these projects. Each student should take responsibility for presenting information on one issue.

10 In this chapter, you have examined the development (and rejection) of policies to deal with threats to the environment in Australia and globally. You now have the opportunity to investigate this important issue that concerns your future.

- **a** Review the material in this chapter and **construct** two lists: one that lists the most significant environmental issues facing Australia in the immediate future, and another that lists global issues. You should expect to have issues that appear on both lists.
- **b** **Research** these issues, and rank them from the most urgent to least urgent.
- **c** In small groups, **discuss** your lists. How different is your perception from that of others? After the discussion, adjust your priorities if necessary.
- **d** Drawing on your research and discussion, create a recommendation for the federal environment minister, in which you give your assessment of the important environmental issues facing Australia and the world. In your recommendation, explain what the government's environmental priorities should be, and **justify** why your recommendation should be implemented.
- **e** As a class, **discuss** your ideas and how you view the future. See if you can come to an agreement about the single greatest environmental priority facing Australia and the world. Discuss solutions and ways in which your findings could be made available to a wider audience.

Weblink
Climate Action Tracker

14C RICH TASK

Quizlet
Revise the key terms you have learnt so far.

Environmental threats to the Daintree Rainforest

The World Heritage-listed Daintree Rainforest in Queensland is one of the oldest continuous living tropical rainforests in the world. It is home to the largest range of rare or threatened plant and animal species anywhere in the world. This beautiful ecosystem is at risk not only from climate change, but also from deforestation.

Source 32 Mount Alexandra Lookout, Queensland, where two World Heritage sites meet: the Daintree Rainforest and the Great Barrier Reef

I speak for the trees,
for the trees have
no tongues.
Dr Seuss, *The Lorax*

Source 33

In 2011, the World Wide Fund for Nature identified the eastern area of Australia, including the Daintree Rainforest, as one of the 24 global deforestation fronts; that is, one of the worst areas in the world for deforestation.

Source 34

[World Wide Fund for Nature Australia conservation scientist Dr Martin Taylor] said eastern Australia's forests have been declared a global biodiversity hotspot …

'Forest destruction was already bad enough for the region to be declared a global deforestation front, then the 2019–20 bushfires burned about 12.6 million hectares in eastern Australia,' he said … 'To stop extinction Australia needs to step up our efforts to protect critical forest habitats for Australian wildlife, particularly unburned low fire-risk refuges, and let those that have been cleared regenerate …

'That will not happen until state safeguards axed in the past decade are restored and until the national environment law starts to be fully enforced.'

Extract from 'Australia remains the only developed nation on the list of global deforestation fronts', World Wide Fund for Nature Australia website, 13 January 2021

KEY SKILL
Asking questions & conducting research

Locating and evaluating relevant sources using ICT

Being able to locate relevant primary and secondary sources using the internet is an important historical skill. However, you need to keep in mind that not all information you find on the internet is necessarily true, accurate, reliable or credible. So, in addition to being able to find source material online, you need to be able to evaluate the reliability and credibility of the information you find. Use the following steps to apply this skill:

Step 1 Identify key words related to your topic and type these into a search engine such as Google. (Use only key words – do not type in whole sentences or questions.)

Step 2 Add further relevant key words to refine your search if you cannot find what you want on your first attempts.

Step 3 Look beyond the first page of results. The best results do not always appear first.

Step 4 Assess the reliability of each site by asking yourself the following questions:

- Who is the author or creator? If it is an individual, does this person have credentials listed (for example, a degree or title?) If it is an organisation, is it a reputable organisation such as a government or university department?
- What is the purpose of the website? Is it trying to inform, persuade or sell?
- Is the site objective? Is the author's point of view biased?
- Is the information accurate? Can the information be verified if you cross-check it with other sources of information?
- Does the site contain spelling mistakes or grammatical errors? (If so, this is usually an indication that the site is not particularly reliable.)
- Is the information current? Can you find evidence of recent updates?

For more information on this key skill, refer to page 227 of 'The history toolkit'.

Practise the skill

1 Using the steps outlined above, conduct **research** to identify relevant, credible and reliable source material about:
- the impact of climate change and deforestation on the Daintree Rainforest, and
- the impact of climate change and deforestation on either the Amazon in Brazil or the Borneo Rainforest in Indonesia.

2 Read the source material you have located and record the key points in the appropriate in the appropriate column in a data chart, like the one below. Make sure you record the URLs of the sites you have used.

Impact of climate change and deforestation on …			
	URL	One-paragraph summary of key points	Is the information in the source relevant, credible, reliable? Why/why not?
Source 1			
Source 2			
Source 3			

Extend your understanding

1 Conduct **research** and then write a report on the Australian Government's responses to environmental threats to the Daintree Rainforest, as well as government decisions that may negatively impact its future.

14 CHAPTER REVIEW

Review questions

14A How and why did the environment movement develop?

1 **Summarise** the greenhouse effect. (2 marks)

2 **Explain** the significance of the national parks movement in Australia and the United States. (3 marks)

3 **Analyse** the impact of the Industrial Revolution on the natural environment. (5 marks)

(Total: 10 marks)

14B What events led to growing environmental awareness?

1 **Outline** one way that war can threaten the environment. (2 marks)

2 **Explain** the impact of global trade on the natural environment. (3 marks)

3 **Analyse** how exposure to environmental ideas and crises through popular culture has impacted people's awareness of the environment movement, using examples to support your response. (5 marks)

(Total: 10 marks)

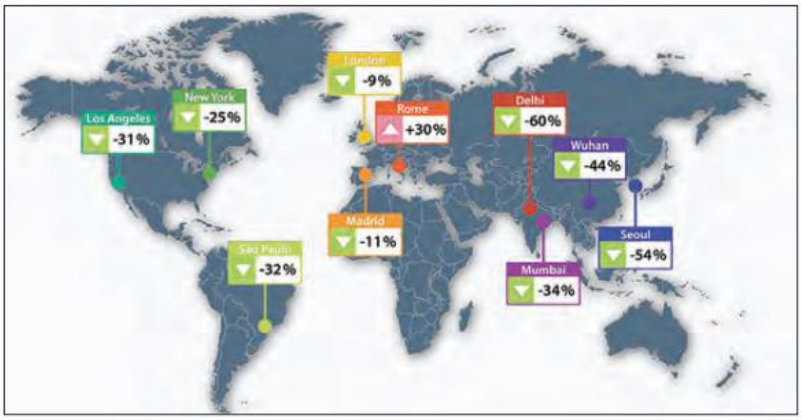
14C How have governments and activists around the world responded to environmental threats?

1 **Summarise** the impact of nuclear weapons testing on the environment. (2 marks)

2 **Explain** the values of 'green' political parties in Australia and around the world. (3 marks)

3 **Compare** Australian government responses to environmental issues with international organisations' responses to environmental issues. (5 marks)

(Total: 10 marks)



Source 35 The percentage reduction in levels of pollution – measured by the amount of 'particulate matter' (PM) in the air – when comparing the 2020 COVID-19 lockdown period to the same time period in 2019

Review activity

Read the text below, and answer the questions that follow.

Environmental impact of COVID-19

The COVID-19 pandemic has affected everyone in a variety of ways. Its long-term impacts are still widely unknown, but one impact we have already seen is that on our environment.

Due to travel bans, lockdowns and quarantines, there has been a decrease in the air and water pollution visible in many parts of the world. *CBS News* reported in 2020 that daily levels of carbon dioxide emissions were down by 17 per cent globally.

Although these environmental changes are temporary, and will unfortunately revert when humans go back to normal activities, they are a stark reminder of what is possible if we act to decrease greenhouse gas emissions.

Source 36

I am sorry, but saying everything will be all right while continuing doing nothing at all is just not hopeful to us. In fact, it's the opposite of hope … And if you still say that we are wasting valuable lesson time, then let me remind you that our political leaders have wasted decades through denial and inaction. And since our time is running out we have decided to take action. We have started to clean up your mess and we will not stop until we are done.

Extract from Greta Thunberg, Swedish environmental activist and founder of School Strike for Climate, speaking to the European Economic and Social Committee, Brussels, Belgium, 21 February 2019

Source 37

Right now we are facing a man-made disaster of global scale. Our greatest threat in thousands of years. Climate change. If we don't take action, the collapse of our civilisations and the extinction of much of the natural world is on the horizon.

Extract from Sir David Attenborough, environmentalist, broadcaster and natural historian, speaking at the opening ceremony of United Nations-sponsored climate talks in Katowice, Poland, 2 December 2018

1 Source 35 shows show some of the positive impacts of coronavirus on the natural environment globally. **Propose** some factors that would have accelerated pollution levels in the 100 years before the global pandemic in these areas. (6 marks)

2 Sources 36 and 37 are both quotes from respected modern environmentalists. **Summarise** the perspectives of each of these environmentalists. (4 marks)

3 'Travel bans and lockdowns are the only way to decrease carbon dioxide emissions.' **To what extent** do you agree with this? Using your knowledge from this chapter, write a short paragraph explaining your position. (10 marks)

(Total: 20 marks)

Check your Student obook pro for these digital resources and more:

Student book questions
Chapter 14

Key skill worksheet
Communicating & reflecting: Chapter 14

Quizlet
Play a game of Quizlet on The environment movement.

Chapter review quiz
Chapter 14

CHAPTER 15

Migration experiences

Australia is a nation built on migration. Since the end of World War II, more than 7 million migrants have settled here. Some have come seeking better opportunities. Others have come to escape conflicts, disasters or persecution elsewhere. Major world events, such as the Vietnam War, have influenced the range and number of people arriving in Australia. As a result, government policies have evolved under successive leaders to manage the numbers and types of people wishing to settle here. With time, policies that discriminated on the basis of race have been replaced by a system based on skills and eligibility. With one in four Australians born overseas, migration has made Australia the culturally and ethnically diverse nation it is today.

Source 1 Refugees fleeing the war in Vietnam for the safety of Australia during the 1970s often had to escape on cargo boats. Many were forced to wait at sea before disembarking and being sent to refugee camps.

15A
How have world events influenced migration to Australia since World War II?

15B
How have government policies influenced migration to Australia since World War II?

15C
How did the Vietnam War affect migration to Australia?

15D
How has migration shaped Australia's identity and global relationships?

15.1 Migration experiences: a timeline

Sequence this!
Key events and developments in migration experiences

Arthur Calwell was appointed Australia's first Minister for Immigration in 1945.

1945
The Chifley government begins the post-war 'Populate or perish' program to boost migration. Australia's first federal Minister for Immigration is appointed.

1939–1945
World War II takes place. Migration to Australia effectively stops.

1947
The 'Ten Pound Pom' scheme begins. The 'Big Brother Movement' and child migration are increased.

1950–1953
Australian troops are involved in the Korean War.

1958
The revised *Migration Act* is passed, introducing a simpler system of entry permits and, as a result, the dictation test is abolished.

1975
The *Racial Discrimination Act* is passed.

1955–1975
The Vietnam War lasts for 20 years.

1900 — 1940 — 1950 — 1970

1901
Australia federates. The Commonwealth Parliament passes the *Immigration Restriction Act*, limiting immigration to Australia based on race. This, together with other policies, forms the basis of the White Australia Policy (which includes a 'dictation test' to prevent non-European people from gaining entry to Australia).

1950
The Colombo Plan to assist regional development in Asia begins.

1955
Australia joins SEATO (Southeast Asia Treaty Organization), which aims to contain the spread of communism.

1949
Construction begins on the Snowy Mountains Scheme, employing thousands of migrant workers.

1946
The International Refugee Organization is founded. Australia selects displaced persons from Europe and offers them passage to Australia.

1973
The Whitlam government formally abolishes the White Australia Policy.

1976–1982
The first wave of asylum seekers arrives in Australia by boat – comprising 2000 people from Vietnam.

This badge from 1910 was produced by the Australian Natives' Association, a group made up of Australian-born white people; the prime minister at the time, Alfred Deakin, was a member.

Vietnamese refugees aboard the fishing vessel *Song Saigon* arriving in Darwin in 1979

Source 1 A timeline of some key events and developments regarding migration in Australia

In 2013, Tony Abbott was elected Prime Minister of Australia after a campaig that focused heavily on stopping the flow of asylum seeker boats to Australia.

1977
Multiculturalism becomes an official Australian Government policy.

1989
The second wave of asylum seekers arrives in Australia by boat – from Cambodia, Vietnam and southern China.

1992
The Keating government introduces mandatory detention of asylum seekers.

1997
The One Nation Party is launched on an anti-immigration platform.

1999
The third wave of asylum seekers arrives in Australia by boat – predominantly from the Middle East.

2001
Yearly asylum seeker arrivals by boat exceed 5000 people. The Howard government's handling of the *Tampa* and 'Children overboard' affairs sparks local and international condemnation.

2001–2007
The Howard government implements the Pacific Solution (offshore processing of asylum seekers on Nauru and Manus Island, Papua New Guinea).

2005
The Cronulla riots in Sydney cause racially motivated violence.

2009–2013
There is a huge spike in asylum seeker arrivals by boat. More than 17 000 arrive in 2012 alone.

2013
The Rudd government implements the PNG Solution, resettling all new boat arrivals in Papua New Guinea. Tony Abbott is elected to government after a campaign focused on 'stopping the boats'.

2016
Malcolm Turnbull and Barack Obama sign a deal for the transfer of refugees and asylum seekers from Nauru and Manus Island to the United States.

1990 2000 2010

15.1 CHECK YOUR LEARNING

Review and understand

1 **Describe** how Australia's migration policies changed in the five years following World War II.

2 **Identify** when the White Australia Policy began and when it was formally abolished.

Apply and analyse

3 Consider the number of military conflicts in which Australian troops fought during the twentieth century. **Suggest** how these conflicts have affected migration to Australia.

4 **Calculate** the number of years the White Australia Policy was enforced in Australia.

Evaluate and create

5 The arrival of 'boat people' from the 1970s onwards caused considerable controversy. Some Australians were fully sympathetic and supportive towards asylum seekers; others opposed and were even hostile to the new arrivals. **Create** a questionnaire on attitudes to refugees arriving by boat. Ask four people who were adults in the 1970s to complete the questionnaire, and write a summary of your findings.

15.2 Australia: a nation of immigrants

In this topic, you will:

- understand the different factors driving historic migration to Australia
- explore the different terms used to discuss migrants.

colonisation
to have established control of a country or territory for financial, political or military gain, e.g. Australia was colonised by Britain

discriminated
when a person or group has been treated unfavourably because of personal characteristics such as their age, race, disability, physical features or political beliefs

White Australia Policy
a term used to describe a series of government policies introduced after Federation in 1901 that prevented 'non-white' immigrants from settling in Australia, instead favouring those from certain European nations (especially Britain)

developed countries
industrialised countries with well-developed economies and relatively high standards of living that are able to support the needs of their citizens

multicultural
when several different cultures coexist peacefully and equitably in a single country

Modern Australia has been created and shaped by national and international population movements. At least 65 000 years ago, the earliest Aboriginal peoples are believed to have migrated across from Asia into Australia via the land bridge connecting the north of Australia to Asia. When the First Fleet arrived in 1788 to colonise Australia, Australia's Aboriginal population was between 350 000 and 1 million. Since European **colonisation**, Australia has been populated by waves of immigrants. Penal colonies were set up at Sydney, Port Arthur and Fremantle, and large numbers of migrants from Britain and Ireland came to establish towns and farms. By the 1860s, more than 75 per cent of the population was of Anglo–Celtic origin. Even today, a significant percentage of the Australian population has some British heritage. From the middle of the nineteenth century, immigrants arrived from across Asia and the Pacific, and new settlers continued to flow from Europe.

During the first half of the twentieth century, immigrants from Britain continued to dominate. An immigration policy that **discriminated** against all non-white migrants – known as the **White Australia Policy** – was enacted in the first days of the new nation in 1901 and remained in place until the 1970s.

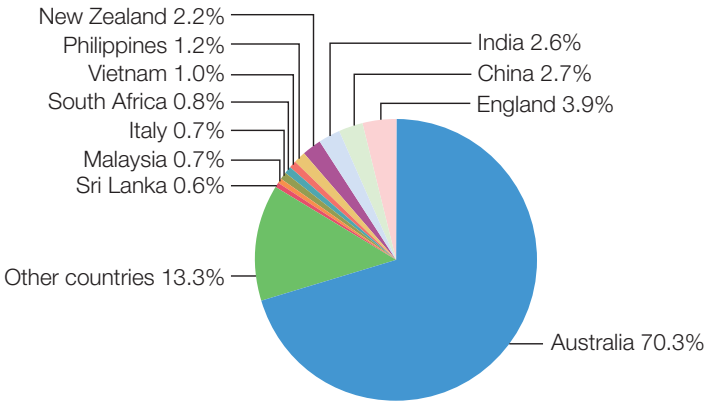
The end of World War II in 1945 saw waves of migrants come to Australia from southern European countries such as Italy and Greece. As immigration policies evolved, these waves were followed by others from the Middle East, Asia and South America.

Australia has one of the highest rates of immigration across **developed countries** and is considered by many to be a **multicultural** country. This description acknowledges that the people of Australia come from a wide range of ethnic and cultural backgrounds.

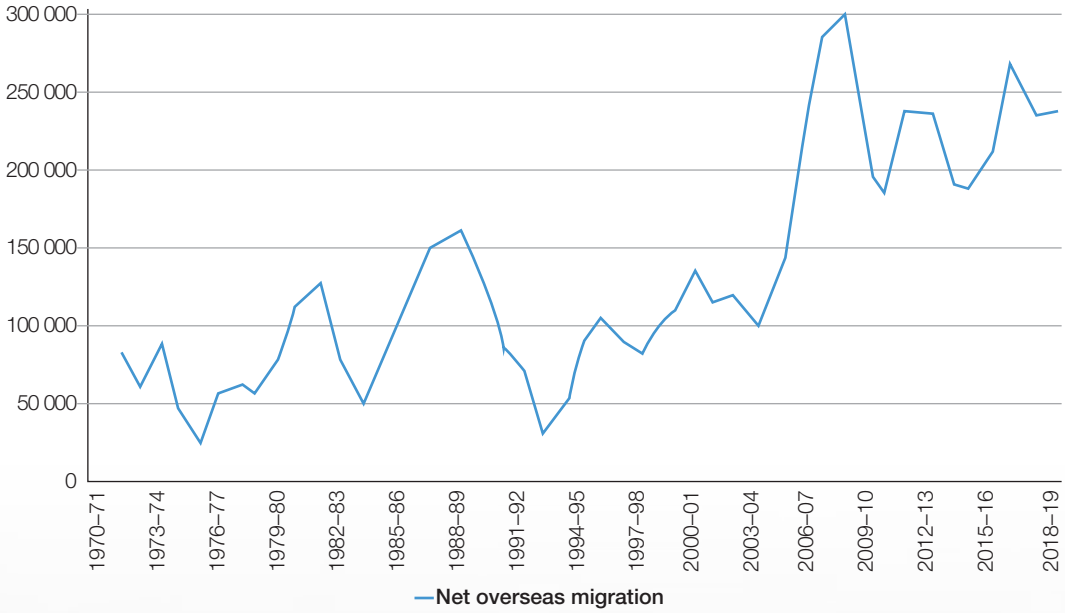
Source 2 Today, Australians speak more than 260 languages and identify with more than 270 ancestry groups.

Early migration

After the British established the first Australian colonies, migration was dominated by arrivals from Britain – both **convicts** and **free settlers**. Migration increased with growth of the wool industry in the 1820s and again during the gold rushes of the 1850s, which saw a major influx of new arrivals. Many people chose to migrate to Australia in search of a better life and greater opportunities. Other events also encouraged people to settle in Australia. These included social changes in Britain brought about by the **Industrial Revolution** and the disaster of the Irish famine of the 1840s.



Source 3 Australia's population by the top 10 countries of birth, 2019; our population today is culturally and linguistically diverse.
Data from ABS



Source 4 Net migration (total arrivals less total departures) to Australia from 1971–72 to 2018–2019
Data from ABS

convicts
people found guilty of a crime and sentenced by a court to serve some kind of punishment

free settlers
people who leave their homeland by choice to settle in a new country or colony

Industrial Revolution
the period of rapid development in manufacturing and industry from 1750 to 1900, particularly in Britain

Although the majority of early migrants came from Britain, migrants also arrived from other parts of the world, including Asia. For example, during the gold rush, immigrants from China were the largest non-British group. Labourers were also recruited (or often lured or kidnapped) from Melanesia to work on plantations in Queensland from the 1860s. In the later part of the nineteenth century, divers from Japan assisted in establishing Australia's pearling industry. Another important contribution was made by Afghani, Pakistani and Turkish camel handlers in the construction of telegraph and railway lines in central Australia in the early 1900s (see Source 5).

Source 5 Afghan cameleers transporting timber during the construction of the Trans-Australian Railway from Port Augusta in South Australia to Kalgoorlie in Western Australia, 1912

KEY SKILL
Communicating & reflecting

Key skill worksheet
Communicating & reflecting: Different types of migration

Different types of migration

Different people have different views on migration. Migrants make the decision to leave their home country for many different reasons. In order to appreciate their perspectives, you should understand the different types of migrants and use the following key terms when discussing migration:

- *migrant* – a person who moves from one country or region to another to settle there; this includes both emigrants (people leaving a country) and immigrants (people entering a country)
- *economic migrant* – a person who migrates for reasons such as seeking employment or an improved financial position
- *assisted migrant* – a person who migrates under a targeted government program that offers financial assistance to migrants
- *skilled migrant* – a migrant who is granted preferential treatment for their skill or profession
- *illegal migrant* – a person who enters or remains in a country without a legal right to do so; this does not include asylum seekers and refugees
- *displaced person* – a person forced to leave their home region or country due to war, persecution or natural disaster
- *refugee* – a person who has fled their home country to another country due to a well-founded fear of persecution for reasons recognised by law
- *asylum seeker* – a person who has applied for recognition (or sought protection) as a refugee
- *'boat people'* – a common term used to describe people who travel by sea to seek asylum, rather than by land or air, or via local processing centres

Log onto your obook pro and complete the key skill worksheet 'Different types of migration' to practise this skill. For more information on this key skill, refer to page 243 of 'The history toolkit'.

depression
when economic activity is in decline over the long term

Source 6 The Great Depression of the 1930s saw an end to assisted migration programs in Australia and a downturn in migration that would continue until 1945.

Pre-World War II migration

The number of Australians born overseas declined dramatically at the end of the nineteenth century. Many factors had contributed to this decline. At the end of the nineteenth century Australia experienced a major economic **depression**. Hostility towards Chinese labourers grew because people believed that cheaper labour would decrease jobs and wages for British Australians. This resulted in colonial governments introducing legislation to restrict entry and impose high taxes on any Chinese people arriving in the colonies. More restrictive legislation was introduced upon Australia's Federation in 1901 with the *Immigration Restriction Act*. This Act formed the basis of a number of policies referred to as the 'White Australia Policy'.

When World War I broke out in 1914, migration to Australia came to a standstill.

Postwar migration

The end of World War II marked a turning point in migration in Australia. In the aftermath of the war, Australians reflected on their role in the world, as they faced the second half of the twentieth century. There was a growing recognition that Australia needed a larger population to help defend its shores and strengthen its economic position. This gave rise to the catchphrase 'populate or perish'. The Australian Government reassessed its policies on immigration and began to introduce major policy changes that still influence Australian society and culture to this day. The government opened Australia up to a much broader program of immigration – introducing massive increases in assistance packages and establishing Australia's first Department of Immigration. The government signed international agreements to begin a regular humanitarian intake program, and began accepting displaced persons and refugees from other countries and regions.

The changes were introduced gradually, over time and by successive governments. Often, they came in response to major world events and as a result of changing needs and attitudes in Australia.

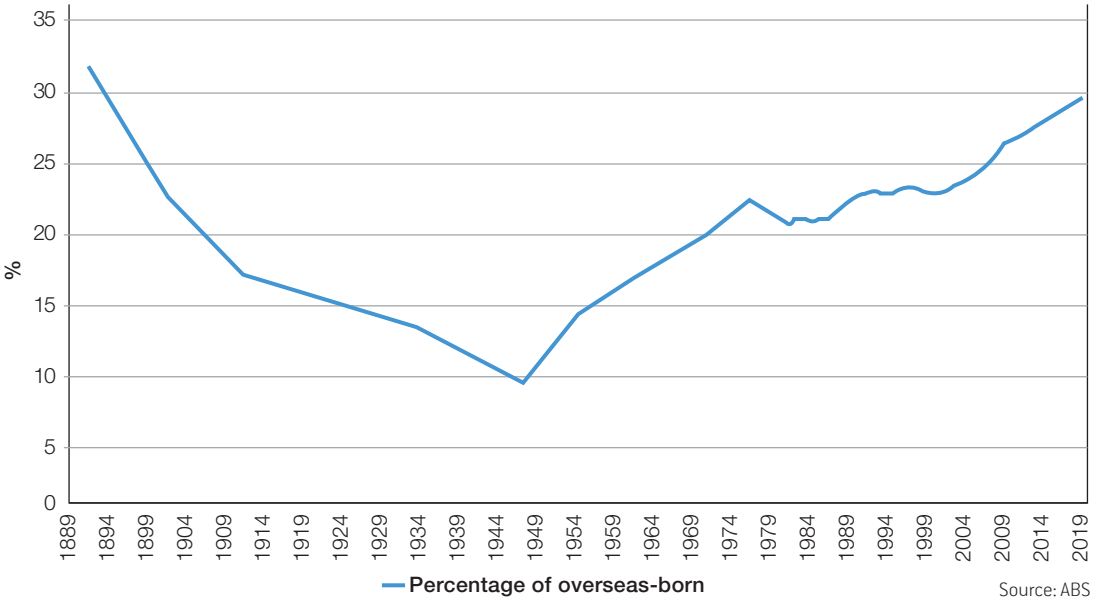
As a result of these changes, since the end of the war in 1945 more than 7 million new permanent migrants have settled in Australia, from regions all around the world. Australia's population has since increased from about 7 million people in 1945, to over 25 million people today.

I used to think, now I think

Reflect on your learning about migration to Australia and complete the following sentences.

- I used to think ...
- Now I think ...

What has changed in your understanding?



Source: ABS

Source 7 This graph shows the percentage of Australians born overseas, 1891–2019. Migration to Australia increased sharply after the end of World War II and continues to do so today.

15.2 CHECK YOUR LEARNING

Review and understand

1. **Identify** the population of Australia prior to European colonisation in 1788.
2. **Outline** the main factors driving migration to Australia during the nineteenth century. How are these different today?
3. Using Source 7, **summarise** how the rate of Australia's overseas-born population fluctuated between the 1890s and the 1940s.

Evaluate and create

4. Terms relating to migrants and migration are sometimes confused or misused in everyday conversation and in the media. Examine the terms used in the timeline in topic 15.1 on page 386 and listed in the key skill box: 'Different types of migration'. Write a paragraph to **discuss** the difference between:
   - assisted migrants and economic migrants
   - asylum seekers and illegal migrants.

15.3 The influence of world events

In this topic, you will:

» understand the 'push factors' and 'pull factors' that influence migration.

push factors
factors or characteristics that are unattractive about a place that a person is considering moving away from

pull factors
factors or characteristics that are attractive about a place that a person is considering moving to

Cold War
the state of political conflict and hostility that existed between the Soviet Union (and its allies) and the United States (and its allies) from 1945 to 1990; it was characterised by threats, propaganda and public competition; while there was no direct fighting between the two key protagonists, the tension played out in a number of key conflicts

communism
a way of organising a society in which the means of production (e.g. factories, farms and machinery) are publicly owned (by the state) and goods are distributed equally according to need

World events have had a lasting influence on the types and numbers of people arriving in Australia. For example, World War II resulted in large numbers of displaced persons from Europe and Asia fleeing from conflict, persecution and poverty in the postwar period. This in turn affected migration to Australia in the same period. There was also a shift in Australia's immigration policies and plans to create a larger Australia.

War and conflict, natural disasters, changing economic and political conditions and other '**push factors**' have historically driven people to seek a better or safer life elsewhere. Australia's migration policies, including assisted migration and refugee programs, have adapted in response to these events and, together with other '**pull factors**', have helped to draw migrants to Australia. The key concept box 'Push and pull factors' on the next page sets out some of the main factors that can affect people's decisions to migrate.

Since the end of World War II, there have been many significant world events that have influenced the types of new migrants coming to Australia and the places from which they have come. These include the **Cold War** – including the Korean War, the Vietnam War and the fear of **communism** spreading across parts of Asia in the mid-twentieth century. Tension and famine in parts of Africa in the 1980s, and conflicts following the break-up of the former Yugoslavia in the 1990s, were also influences on migration. All of these events saw a large influx of new migrants from these regions.

Source 8 Refugees fleeing conflict in Afghanistan seek asylum in Australia, *c.* 2001.

In more recent years, major events influencing migration have included the US-led 'War on Terror' in Iraq, Afghanistan and Pakistan, the Global Financial Crisis in 2008 (which created a new wave of economic migrants), civil uprisings in the Middle East from 2010 (collectively called the 'Arab Spring'), and conflicts in Sri Lanka and Syria. Again, these events have all resulted in different groups of people seeking to migrate to Australia for a variety of reasons.

Quiz me!
A quick quiz on the influence of world events

KEY CONCEPT
Cause & effect

Push and pull factors

Migration is influenced by a combination of factors that cause people to leave their home country or region (push factors) and factors that draw people to a new location (pull factors). When analysing historical migrations, the historian needs to be able to understand these reasons in context at the relevant time.

For more information on this key concept, refer to page 224 of 'The history toolkit'.

Source 9 Some of the main push and pull factors that can affect migration

Push factors	Pull factors
Lack of opportunities	Safety and security
War and conflict	Family links
Famine or drought	Government incentives
Fear of persecution	Hope of better employment
Unemployment	Shelter, food and money
Lack of political or religious freedom	Better living standards
Natural disasters (earthquakes, floods)	Better medical care
Poor medical care or education	Educational opportunities
Lower living standards	Political or religious freedom

Source 10 The effects of famine or drought can be a strong push factor.

Source 11 The prospect of better employment opportunities can be a strong pull factor.

Source 12 In Ireland, 100 000 people protested during the Irish recession of 2009–13 that followed the Global Financial Crisis. The recession resulted in an unprecedented influx of Irish economic migrants to Australia, with 40 000 arriving in 2011 alone.

Source 13 Beginning in 2015, Australia has resettled 12 000 refugees from Syria and Iraq as part of a one-off resettlement program in response to the Syrian crisis.

15.3 CHECK YOUR LEARNING

Review and understand

1 **Identify** the world event you believe has had the strongest influence on immigration to Australia since the late 1940s, and why.

2 **Summarise** how the countries of origin of new Australian immigrants have changed over the second half of the twentieth century.

3 **Explain** how push factors connect with pull factors to influence migration.

Apply and analyse

4 Create a table of push factors and pull factors, like the one below.

   a Copy all of the push factors into the first column in the order in which they appear in Source 9.

   b **Determine** (decide) the pull factor or factors that best correspond with each push factor, and put these in the second column. You may mention pull factors more than once. For example:

Push factors	Pull factors
Lack of opportunities	Educational opportunities Hope of better employment

Evaluate and create

5 **Research** one world event or crisis mentioned in this topic and answer the following questions:

   a **Summarise** the event or crisis.

   b What was it about the event or crisis that led to push factors from the region where it took place?

   c What aspects of Australian life led immigrants to be pulled towards this country?

   d How were people from the region accepted in Australia and what contribution have they made?

   Create a written report, PowerPoint presentation or speech to present your findings.

15.4 Migration to Australia after World War II

In this topic, you will:

» explore migration policies in Australia after World War II.

Key skill worksheet
Analysing cause & effect: World War II

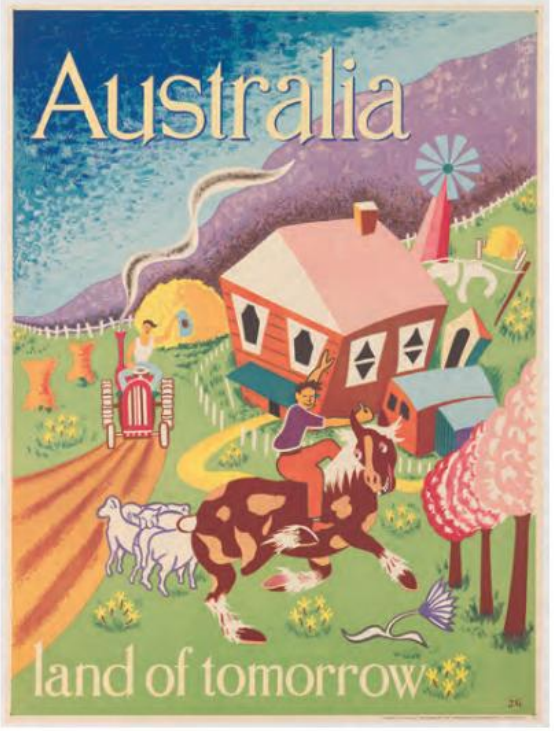
In the years following World War II, the Australian Government introduced bold new policies and programs designed to boost Australia's population. These changes would transform the face of Australian society forever.

Australia after World War II

The threat of Japanese invasion during World War II came as a shock to Australia. Never before had the government and the Australian people felt so vulnerable to a foreign attack. As part of the government's strategy to strengthen the country and recover from the loss and devastation of the war, it proposed to increase the size of the population and improve military defences. By following a 'safety in numbers' approach, it was believed that Australia would be less vulnerable to any future attacks. As Australia's population was still relatively small, the quickest means of achieving this was to increase Australia's intake of new migrants.

Ben Chifley became leader of the Australian Labor Party (ALP) and prime minister in 1945, soon after the death of Australia's wartime prime minister, John Curtin. In 1946 Chifley was re-elected to lead Australia's postwar recovery. His government developed a slogan to describe the new policy on immigration – 'populate or perish'.

The Chifley government created Australia's first Department of Immigration in 1945. The first immigration minister was Arthur Calwell who, in his first months in the role, made the government's intentions regarding the size of Australia's population clear (see Source 15). These beliefs were shared by ministers on both sides of politics. As a result, new policies were implemented by the ALP government in the immediate postwar period and continued under the Liberal–Country Party Coalition Menzies government from 1949.



Source 14 This 1948 poster encouraging Europeans to relocate to Australia – the 'land of tomorrow' – was displayed in migration and refugee camps across Europe at the end of World War II.

Source 15

> If Australians have learned one lesson from the Pacific War, now moving to a successful conclusion, it is surely that we cannot continue to hold our island continent for ourselves and our descendants unless we greatly increase our numbers.

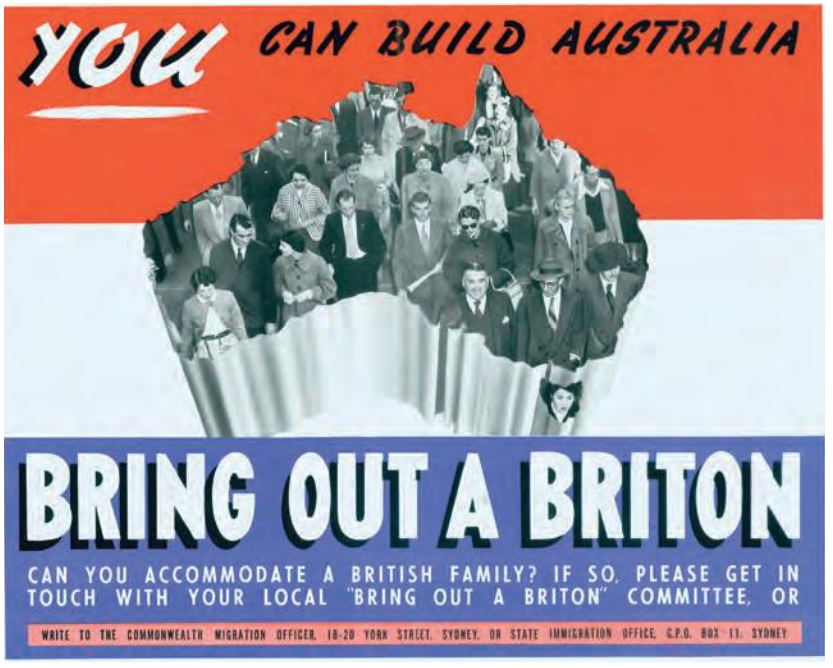
Extract from Arthur Calwell, Minister for Immigration, *Hansard: House of Representatives*, 2 August 1945, pp. 4911–15

Analyse this!
'Land of tomorrow'

The government began actively promoting Australia as an attractive destination to resettle for people affected by World War II. As part of this plan, it started to offer new incentives for those looking to make a fresh start, away from the difficulties and challenges facing postwar Europe.

‘Bring Out a Briton’

Immediately after the war, large numbers of people from across Britain set sail for Australia. After the wide-scale devastation of World War II, reconstruction in Europe was a massive task and, in Britain, many felt a new beginning in Australia was the best option for their families.



Source 16 The government’s ‘Bring Out a Briton’ campaign urged Australians to nominate British friends and relatives for assisted migration to Australia.

In 1947, the British and Australian Governments launched large programs to subsidise the cost of British migrants’ voyages to Australia – a process known as assisted migration. Travel for children was free, and for adults the fare was reduced to just £10 (around AU$18 today), giving rise to the label ‘Ten Pound Pom’. This became a common way of describing British migrants coming to Australia during this period.

In 1957 the Australian Government launched a popular campaign called ‘Bring Out a Briton’ (see Source 16). This encouraged Australians to nominate British friends and relatives to come to Australia. Local committees were formed to sponsor and recommend new migrants to the Department of Immigration for assisted passage. The successful campaign continued into the 1960s.

Child migrants

Children were also encouraged to migrate to Australia after World War II. Although most would arrive with their families under the assisted migration schemes, there were many who migrated alone. This included children, some as young as three, who had been orphaned or were living in very deprived circumstances after the war. In a number of cases, children were taken from their families and communities against their will, or against the will of their parents. Some children were taken in and adopted by families, but most lived in institutions run by church groups or charities. Many received little education.

Source 17 A group of migrant children from the ‘Bring Out a Briton’ scheme aboard the *SS Oronsay*, 1957

The emigration of children was controversial, and had occurred for years in the former British colonies, including in the United States, Australia and New Zealand. Younger migrants were attractive to the government. They were seen as more adaptable and able to provide a long-term contribution to Australia. They were also seen as a source of cheap labour. The best interests of the children were rarely the first priority.

Source 18

> It is proposed that the Commonwealth seek out in Britain and Europe, in each of the first three post-war years, at least 17 000 children a year (i.e. about 50 000 in three years) suitable and available for migration to Australia …
>
> Statement on child migration by the acting Australian prime minister, December 1944

Although many had positive experiences, there are reports that many others suffered terrible living and working conditions. In some cases, conditions were reportedly worse than those the children had left behind, and they suffered both physically and emotionally. The Governments of Australia and Britain gave official apologies (in 2009 and 2010 respectively) to children and families affected by these child migration schemes.

KEY CONCEPT
Evidence

The child migrants

An important element in historical understanding is empathy. Empathy involves an attempt to see, hear and feel events and movements in the past, from the perspective of people who lived at the time. One historian described empathy as 'not only standing in another's shoes, but also walking around in them for a time'.

You know from your study of history to date that ideas, values and notions of what is acceptable can change over time. In the 1940s, 1950s and 1960s, there was a widely held belief that bringing out unaccompanied children and teenagers was a good thing for the country. There was little consideration of the physical and emotional impact of the program on the young people themselves. Ideas about the treatment of children and young people are very different today, but to gain a real insight into the thinking of the participants in this program, it is necessary to empathise with both the organisers and the young immigrants.

Use of film and television as evidence

Films and television shows depicting the past can play an important role in developing empathy. When using films and television shows as historical sources, take note of the period that is depicted and also the year when they were made.

Films and television shows that have focused on child migration include:

- *Oranges and Sunshine* (film, 2010)
- *The Leaving of Liverpool* (television series, 1992).

For more information on this key concept, refer to page 225 of 'The history toolkit'.

'Big brothers' and 'little brothers'

The migration of teenagers also boomed after the war. One significant government scheme to encourage this was called the 'Big Brother Movement'. This was based on a similar scheme from the 1920s and 1930s. The scheme matched boys emigrating from Britain ('little brothers') with a responsible adult in Australia ('big brothers') who would provide support and advice to help them adjust to their new life. This provided reassurance and encouragement to youth migrants and their parents, who were often reluctant to let them go.

This scheme was more successful than the child migrant scheme, but it was not without its problems. Some big and little brothers were not suitably matched, and there were little brothers who suffered homesickness and attempted to run away. Most of the little brothers came from urban industrial environments, but their work was mainly in rural areas. About 500 youths per year arrived under this arrangement throughout the 1950s and 1960s.

Source 19 This photograph, taken in 1948, shows a group of 'Beautiful Balts'

Europe: a new source of migrants

In 1946 the International Refugee Organization (IRO) was founded as a specialised agency of the new **United Nations**, with Australia as one of its founding members. Part of the IRO's work was to deal with the vast number of displaced persons who had been affected by the war. Australia's membership enabled it to assess and select people from displaced persons' camps across Europe and offer them passage to Australia. The Australian Government agreed to accept at least 12 000 displaced persons per year from the European camps.

In particular, the government viewed people from the Baltic states of Lithuania, Latvia and Estonia as a suitable source of new migrants. These countries had suffered invasion from both Nazi Germany and the Soviet Union during the war, and so were viewed kindly by Australians. In addition to filling labour shortages, people from these regions were seen as appealing because, according to Calwell, they 'were red-headed and blue-eyed [and] there were also a number of natural platinum blondes of both sexes'. These physical characteristics earned them the nickname 'Beautiful Balts'. As these groups were Caucasian and often wanted to escape communism, they were seen as the perfect candidates for Calwell's 'new Australia'. The government believed these people would more easily fit into the British culture and values of Australia at the time.

United Nations
an international organisation established at the end of World War II to increase political and economic cooperation among its member countries, to promote peace and to prevent the future outbreak of armed conflicts around the world

In addition to migrants from the Baltic states, large numbers of refugees arrived from Poland, Yugoslavia, Ukraine, Hungary and Czechoslovakia. There was also a large wave of postwar economic migrants from Italy, Greece, Malta, Croatia and Turkey seeking employment and better living conditions. These new migrants were placed in migrant camps across Australia, with allocated huts and often in crowded conditions, to undergo training and resettlement. Although circumstances were sometimes difficult, many of these migrants would go on to make significant contributions to postwar Australia.

Postwar construction

As well as being motivated by a fear of invasion, the Australian Government was keen to increase the population in order to meet an ambitious postwar building and construction program. Projects proposed by the government required a much larger workforce. One of these major building projects was the Snowy Mountains Hydroelectric Scheme, which alone required 10 000 new workers.

New immigrants from migration camps could be required to work for a period of two years wherever the Australian Government decided. As a result, many were sent to work on the Snowy Mountains Scheme and similar projects.

KEY CONCEPT
Significance

The Snowy Mountains Hydroelectric Scheme

The Snowy Mountains Hydroelectric Scheme proposed the development of a complex series of tunnels and dams to divert the Snowy River in south-east Australia. Hydroelectric power stations would provide electricity from the water flow, and the water would then be used to irrigate inland Australia. This project would require about 100 000 new workers, and the huge amount of labour required would mainly come from the wave of European immigrants the government was proposing to bring to Australia.

In Source 20, journalist, commentator and broadcaster Glenn A. Baker gives his perspective on why the scheme, and the people who worked on it, were so significant in shaping postwar Australia.

Today, the scheme is considered significant not only because it remains one of

Australia's largest-ever construction projects, but also because those who worked on it came from a range of different cultural and ethnic backgrounds. These men, their families and their descendants continue to have a significant impact on the cultural diversity of Australian society to this day.

Source 20

> ... the Snowy Mountains Hydro-Electric Scheme ... changed the face of this country. The almost exclusively white Anglo-Saxon character of society was opened up to new ideas, customs, cuisines and celebrations by the men and their families who came from all over the world ... for my generation, the post-war migration surge provided a defining dimension.
>
> Extract from a speech by Glenn A. Baker, Australia Day Ambassador, Lithgow, New South Wales, 2010

For more information on this key concept, refer to page 225 of 'The history toolkit'.

Source 21 The Snowy Mountains Hydroelectric Scheme today

15.4 CHECK YOUR LEARNING

Review and understand

1. **Identify** Australia's first Minister for Immigration. Which political party did he belong to?
2. **Describe** what is meant by the term 'populate or perish'.
3. **Summarise** what Arthur Calwell's words in Source 15 tell you about Australian immigration policy after World War II.
4. **Explain** what you think Glenn A. Baker (Source 20) meant when he said that the Snowy Mountains Hydroelectric Scheme 'changed the face of this country'. Do you think that he was correct? Why or why not?

Evaluate and create

5. Former Prime Minister Julia Gillard arrived in Australia with her family from Wales in the 1960s, under the assisted migration scheme. Other famous 'Ten Pound Poms' include Olivia Newton-John and former Prime Minister Tony Abbott. **Discuss** the impact of UK migration to Australia in the 1950s, 1960s and 1970s. In your response, refer to at least two Ten Pound Poms.
6. Imagine that the statements about the Baltic people ('Beautiful Balts') were made today. How do you think Australians would respond? **Create** a letter to the editor of a newspaper, giving a twenty-first-century response to these remarks.

Source 22 Snowy Mountains Scheme labourers in 1968; many of these workers had migrated from countries across war-torn Europe.

15A RICH TASK

Quizlet
Revise the key terms you have learnt so far.

Interpreting primary and statistical evidence from the Australian Census

A census collects information and evidence about the population of a country. Census information is collected for many reasons, including allowing governments to determine taxation amounts and more accurately distribute services. The Australian Government conducts the Australian Census every five years.

A census can reveal people's origins, occupations, beliefs, age and gender. As such, it contains detailed information for historians. The evidence in this rich task allows us to look for continuities and changes in the birthplace of the Australian population during the twentieth century.

Source 23 Top 10 countries of birth at selected Australian Censuses: Federation (1901), post-World War II (1947) and end of the twentieth century (1996)

1901 census			1947 census			1996 census		
Birthplace	Number	%	Birthplace	Number	%	Birthplace	Number	%
UK	495 074	57.7	UK	496 454	66.7	UK	1 072 562	27.4
Ireland	184 085	21.5	Ireland	44 813	6.0	New Zealand	291 388	7.2
Germany	38 352	4.5	New Zealand	43 610	5.9	Italy	238 246	5.9
China	29 907	3.5	Italy	33 632	4.5	Vietnam	151 053	4.5
New Zealand	25 788	3.0	Germany	12 291	1.7	Greece	126 520	3.2
Sweden & Norway	9 863	1.2	Greece	9 863	1.2	China	111 009	2.8
India	7 637	0.9	India & Sri Lanka	8 160	1.1	Germany	110 331	2.8
USA	7 448	0.9	Poland	6 573	0.9	Philippines	92 949	2.4
Denmark	6 281	0.7	China	6 404	0.9	Netherlands	87 898	2.2
Italy	5 678	0.7	USA	6 232	0.8	India	77 551	2.0
Top 10 total	**810 113**	**94.5**	**Top 10 total**	**672 736**	**90.4**	**Top 10 total**	**2 359 507**	**60.4**
Other	47 463	5.5	Other	71 451	9.6	Other	1 548 875	39.6
Total overseas born	**857 576**	**100.0**	**Total overseas born**	**744 187**	**100.0**	**Total overseas born**	**3 908 382**	**100.0**

Census statistics from the Australian Government, Department of Immigration and Citizenship website

KEY SKILL
Asking questions & conducting research

Generating questions

One of the first and most important steps in conducting historical research is to generate key questions to direct your research. Follow these steps to generate questions:

Step 1 Generate one broad, overarching question for your research.

After that, you need to generate more specific questions that are related to your overarching one. You will need to generate a mixture of:

- closed or simple questions; for example: 'What percentage of overseas-born people in Australia came from Germany in 1947?'
- open (or probing) questions; for example: 'Why do you think the numbers of German-born Australians declined between 1901 and 1947?'
- questions that relate to the *process* of historical research; for example: 'What evidence is there?' and 'What other sources might be needed?'

Step 2 The next step is to think about what you already know about the topic. Use this knowledge as a springboard for questions that will help you understand the topic in more depth.

- Using a table similar to the one in Source 24, brainstorm all the things you know in the first column.
- In the second column, use each point from the first column to generate related questions that will help to deepen or build your understanding. Remember to include a mix of the three question types described in step 1.

For more information on this key skill, refer to page 227 of 'The history toolkit'.

Practise the skill

1 Use the process described above and the census data in Source 23 to generate a range of questions related to the overarching question: 'How can the census data help historians to understand the history of migration to Australia?'

a **Create** a table like the one in Source 24. Identify what you already know and list these ideas in bullet points in the first column.

b In the second column, use each dot point from the first column to generate related questions to deepen your understanding. The first one has been done for you.

Extend your understanding

1 **Research** the latest census statistics and use the results to make a table of the top 10 countries of origin for new Australian migrants. Next, answer the following questions:

a What are the major changes in migration that have occurred since the 1996 census?

b What continuities does your table reveal about changes to migration to Australia since Federation in 1901?

2 Using what you have learnt in this chapter, make a new table that features your forecasts of the top 10 countries of origin for new Australians 10 years from now.

Source 24

How can the census data help historians to understand the history of migration to Australia?	
What I already know	**Questions to help deepen or build my understanding**
• Australia sought to attract more migrants from war-ravaged Europe during the post-World War II recovery period.	• What countries were the biggest source of migrants in 1901, 1947 and 1996? (closed or simple question) • How did the countries of origin for migrants change from 1901 to 1996? (open or probing question) • Suggest additional evidence that you might consult to gain a fuller picture of the changing immigrant patterns. (question related to the process of historical research)
Point 2	
Point 3	

15.5 The White Australia Policy

In this topic, you will:

» explore what the White Australia Policy was and how it was implemented.

The White Australia Policy was not a single policy. The term refers to a series of migration policies in Australia that gave favourable treatment to immigrants from Europe (predominantly Britain) and discriminated against those from other parts of the world.

The *Immigration Restriction Act 1901*, along with other pieces of legislation, became the basis of the White Australia Policy after Federation. Although the original Act did not specifically ban people based on race, it was designed to exclude migrants who were considered 'undesirable'.

Source 1 'The Mongolian Octopus – His Grip on Australia': this cartoon by Phillip May in *The Bulletin*, 1886, shows some of the fears Australians had about Chinese migration.

Since the British colonised Australia in the late eighteenth century, Australia's relationship with its Asian and Pacific neighbours had at times been tense. The large numbers of Chinese migrants who arrived during the gold rushes of the 1850s often clashed with the British majority over access to resources and competing claims. They were accused of unfair practices, and resented for finding traces of gold in mounds of dirt that European miners had discarded. Working (or 'fossicking') on these 'mullock heaps' often yielded considerable rewards.

A period of severe economic depression in Australia during the 1890s also saw a rise in anti-Asian sentiment. Many in Australia feared that cheap immigrant labour would take jobs away from British Australian workers. Sources from the time provide many examples of the kind of racial prejudice and fear held by many Australians towards foreigners (see Source 1, for example).

nationalism
a sense of pride in and love of one's country; also the idea that one nation's culture and interests are superior to those of another nation

This ethnic tension combined with a new sense of **nationalism** that grew in the lead-up to Australia's Federation. One of the first acts of the new federal government in 1901 was to create laws that could grant access to European migrants, mainly British, and exclude all others. Australia's first prime minister, Edmund Barton, expressed this sentiment at a speech in 1902:

> We can bring in, without delay, our kinsmen from Britain and, if the numbers be insufficient, such other white races as will assimilate with our own. Or we can … see the doors of our house forced, and streams of people from the lands where there is hardly standing room pour in and submerge us.

Key skill worksheet
Identifying continuity & change: Prejudice against migrants

The dictation test

The *Immigration Restriction Act 1901* did not mention race or include any reference to excluding migrants based on their ethnic or racial background. This type of openly discriminatory behaviour was frowned upon by Britain and its allies at the time. Instead, the Act included a less obvious legal mechanism to ensure that immigration officials could exclude migrants they considered 'undesirable'. A simple 'dictation test' allowed officials to dictate a 50-word passage in any language they chose, for potential migrants to write down. Initially this was any

European language, but later the test could be given in any language at all. To restrict access to 'less desirable' migrants, Australian officials simply chose languages that they knew would be unfamiliar to them – guaranteeing failure. This was particularly used against Chinese migrants, but other Asian and African migrants were also targeted.

The White Australia Policy after World War II

At the end of the World War II Australia began to pursue a policy of population expansion under the slogan 'populate or perish'. New migration policies focused almost exclusively on migration from Britain and elsewhere in Europe.

Once the war was over, Immigration Minister Arthur Calwell controversially sought to eject migrants who did not meet the strict requirements of the White Australia Policy.

In a speech to the House of Representatives on 2 December 1947, Calwell made clear the government's views on continuing the White Australia Policy.

Source 2

> The government has decided that all persons who came to Australia as evacuees or refugees during the war and who, under our immigration laws, are not eligible to become permanent residents of this country, must leave. We have been very tolerant of these people. ... Most of the evacuees, including the Asiatics, have gone. There are about 500 Chinese, mostly seamen, and about fifty Malays left. All of these people will have to leave Australia ...
>
> Cited in Sally Warhaft (ed.), *Well May We Say ... The Speeches That Made Australia*, Black Inc., 2004, pp. 245–6

It was not until the late 1950s that the White Australia Policy finally began to unravel and Australia's modern immigration policies started to take shape. This will be discussed in the following topics.

Source 3 A poster from the King's Theatre, Melbourne, *c.* 1909, promoting the play *White Australia or the Empty North*; this play illustrated the role that race had in creating a national identity after Federation.

15.5 CHECK YOUR LEARNING

Review and understand

1. **Describe** the aim and impact of the *Immigration Restriction Act 1901*.
2. **Outline** the mechanism used by immigration officials to exclude non-Europeans from entering Australia.
3. **Explain** how Arthur Calwell justified the decision to deport Asian immigrants from Australia in 1947.

Analyse and apply

4. Consider the point of view of a Chinese-born woman who worked for the Australian Government in a munitions factory during World War II. **Apply** empathy to consider her perspective, and write a response to Calwell's speech from her point of view.

Evaluate and create

5. The dictation test was used predominantly to restrict entry of non-white immigrants. However, on occasions, it was used against Europeans. One instance was the case of Egon Kisch in 1934. An attempt was made to use the dictation test to deny Kisch entry to Australia on the grounds that he was 'undesirable'. **Research** the life of Egon Kisch and answer the following questions:
   - **a** Why was Kisch regarded as an undesirable immigrant?
   - **b** What was the outcome of the dictation test?
   - **c** How was the matter resolved?

15.6 The end of White Australia

In this topic, you will:

- examine the factors that contributed to the abolition of the White Australia Policy
- consider how Australia's fear of communism influenced its involvement in conflicts in Asia.

During World War II and in the years after it ended, the Australian Government made its intentions regarding the White Australia Policy clear – the policy was, and would continue to be, central to Australia's migration program. But by the end of the 1950s this position was becoming increasingly difficult to maintain. Dissatisfaction with the policy was growing in parts of Australian society and the international community. The government's attempts to expel displaced persons after the end of the war were not well received, and Australia's growing involvement in Asia was in direct conflict with its policies at home. The years that followed saw the policy gradually dismantled, before finally being abolished in 1973.

Initial steps

Source 4 Prime Minister Robert Menzies making a radio announcement, *c.* 1950

In 1949 a new Liberal–Country Party Coalition government was elected under Prime Minister Robert Menzies. Menzies appointed Harold Holt as Minister for Immigration, replacing Arthur Calwell. The new Minister for Immigration would oversee a period of change. Shortly after taking office, Holt decided to allow the remaining 800 non-European refugees to stay in Australia. In addition, assisted migration schemes were expanded in parts of Europe, including Italy, West Germany, Belgium, Greece and Spain.

Holt also made the historic decision to grant permission to a number of Japanese wives and fiancées of Australian returned soldiers to settle in Australia; and by the end of 1956, more than 650 Japanese women had migrated to Australia.

In 1957, rules were changed to allow non-European residents over 15 years of age to become Australian citizens, and the following year, the government passed the *Migration Act*. This Act introduced the most significant changes to Australia's migration laws since Federation, replacing the longstanding *Immigration Restriction Act 1901*. Importantly, the *Migration Act* abolished the dictation test, which had long been used as a way of restricting the immigration of non-European migrants (see topic 15.5 on page 402). The revised Act focused on qualifications as a primary criterion for selection. This opened the door to highly skilled Asian migrants. As then Immigration Minister, Sir Alec Downer, stated: 'distinguished and highly qualified Asians' could begin to immigrate. In 1959, Australian citizens were also allowed to sponsor Asian spouses for citizenship.

Source 5 Japanese war brides and their husbands in the garden of the Parker family home, Ringwood, 1953

Increasing ties with Asia

In 1950, the government set up a fund with other countries in the Asian region to help improve the economic and social development of people in need of assistance. The fund became known as the Colombo Plan. It was an important step towards increasing Australia's ties with Asia and improving stability in the region.

The original signatories to the Colombo Plan were Australia, Ceylon (Sri Lanka), India, Canada, New Zealand, Pakistan, the United Kingdom, North Borneo and Malaya. Australia would donate more than $300 million to the scheme, in expertise, food and equipment. The scheme also provided funding for thousands of Asian students to study or train in Australian universities. Although the original idea was that students would return to their home countries after their studies, many would end up settling in Australia permanently.

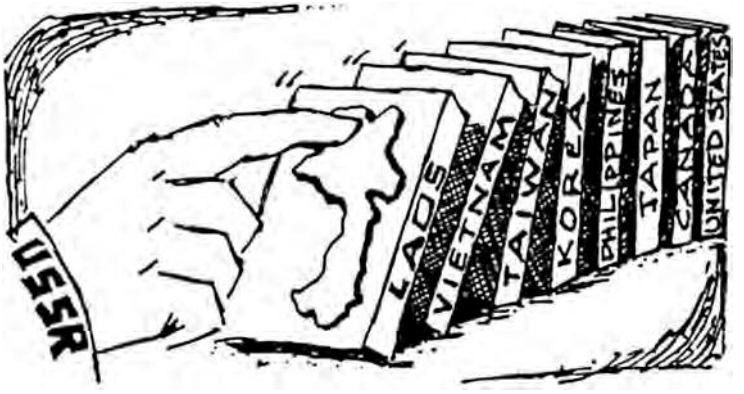
Domino theory and the fear of communism

One of the reasons Australia and other countries gave support to the Colombo Plan was the belief that improving development and stability would help stop the rising spread of communism in the Asian region. In the years after World War II, much of Eastern Europe and significant parts of Asia had fallen under communist control. There was a belief in many Western countries that communism was the bitter enemy of the democratic values that they had fought for in the war.

domino theory
the theory put forward by US President Dwight D. Eisenhower that if one nation in South-East Asia adopted communism, others would follow – just like a row of dominoes topple once the first one is pushed over

Many Australians feared that a communist victory in one Asian country would lead to a chain reaction of communist takeovers in neighbouring states, including Australia. This became known as the **domino theory**. It was highly influential on US and Australian foreign policy in the 1950s and a significant reason why Australia became involved in the Vietnam War.

In 1949, fear of China grew when the Chinese Communist Party under Mao Zedong claimed victory after a long civil war, founding the People's Republic of China. The Menzies government came to power just two months later, and its response was to follow the lead of the US Government by refusing to officially recognise the existence of China. This was a policy that continued for decades, until Richard Nixon in the United States and Gough Whitlam in Australia finally gave formal recognition to communist China in 1972.



Source 6 A 1954 political cartoon showing Asian countries falling to communism, with the final two dominos to fall being Canada and the United States

Source 7 The Australian Prime Minister, Gough Whitlam (third from right) meets the Chinese Premier, Chairman Mao Zedong (centre), 3 November 1973.

capitalist
a society in which investment in, and ownership of, the means of production (e.g. factories, farms and machinery) are privately owned by individuals or corporations and run to generate profits

superpowers
very powerful and dominant nations; especially used during the Cold War era to refer to the United States and the Soviet Union (both nuclear powers, and considered to be most powerful nations on Earth)

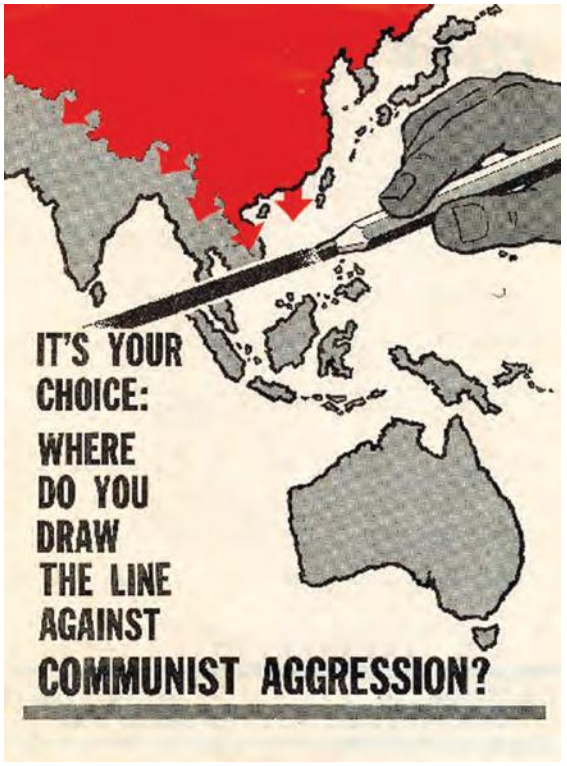
Australia's fear of communism was not just confined to events occurring overseas. During the 1950s, within Australia there was a growing concern about communist spies infiltrating the government and the union movement. This fear of 'Reds under the bed' resulted in the government attempting (unsuccessfully) to ban the Communist Party of Australia in 1951.

Communism and conflict in Asia

As the fear of communism spread in the 1950s, Australia became increasingly involved in conflicts across Asia. This would have a significant influence on domestic migration policies as ties across the region increased, leading to the eventual abolition of the White Australia Policy in the 1960s and 1970s.

Conflict broke out on the Korean Peninsula in 1950 as tensions boiled over between the **capitalist** south (which had been aligned with the West since the end of World War II) and the communist north (which was aligned with the Soviet Union). This was the first major war of the larger conflict between the two postwar **superpowers**, the United States and the Soviet Union – known as the Cold War (see topic 15.3 on page 392).

Australia quickly offered military assistance after the United Nations resolved to protect the south from invasion by the north. About 17 000 Australians served in the Korean War from its beginning in 1950 to the ceasefire of 1953, with 339 Australian casualties. At the time, this was Australia's largest military involvement since World War II.



Source 8 The Australian Government exploited the fear of communism, with postwar propaganda portraying communism as a disease spreading through Asia.

Source 9 Members of the Royal Australian Regiment in the trenches at Majon'ni, Korea, 9 June 1953

guerrilla war
a form of warfare in which small and independent groups of combatants (known as guerrillas) take part in non-traditional fighting methods, such as ambushes, sabotages and raids

Australia also became involved in a regional conflict known as the Malayan Emergency. This was a **guerrilla war** fought between British armed forces and the Malayan National Liberation Army, which was the military arm of the Malayan Communist Party. Australian military forces were sent to Malaya from 1950 until 1960, to support the British and Malayan Governments in opposing communists. Dozens of Australians were killed or wounded.

In 1955, as part of regional efforts to stem the spread of communism, Australia joined the Southeast Asia Treaty Organization (SEATO). This was an alignment of Western powers and Asian countries that was intended to block further communist gains in South-East Asia.

The alliance lasted for 20 years, but achieved very little in practical terms due to internal conflicts. Its educational programs, however, had a lasting effect in the region.

The fear of communism in the Asian sphere culminated in the Indo-Chinese War – a conflict in Vietnam, Laos and Cambodia lasting from 1955 to 1975. Strongly influenced by the domino theory and intending to contain the threat of communism, the United States increased its involvement in the war throughout the 1960s. Australia became heavily involved between 1962 and 1975, sending about 60 000 troops. In total, 521 Australian soldiers were killed and more than 3000 were wounded. The war was ultimately unsuccessful and, after 1975, communist governments took over in Vietnam, Laos and Cambodia. However, communism failed to spread any further, disproving the basic premise of the domino theory. The Vietnam War and its effect on Australian migration is discussed in detail later in this chapter (see topic 15.10 on page 422).

Source 10 Members of the Royal Australian Regiment preparing to be airlifted by US helicopters after completing a military operation during the Vietnam War, 1967

Abolishing the White Australia Policy

Australia's increased ties with the local region and its involvement in successive wars played a significant role in the abolition of the White Australia Policy. After the gradual relaxing of restrictions following the *Migration Act 1958*, the Holt Liberal–Country Party Coalition government introduced major changes to the system of non-European immigration in 1966. These altered the criteria for migration to those of suitability as settlers, ability to integrate into Australian life, and possession of qualifications useful to Australia. This was a critical breakthrough because it finally removed race as a determinant when assessing the suitability of a migrant to enter Australia. As a result, non-European settler arrivals rose from 746 in 1966 to 2696 in 1971.

Key skill worksheet
Sequencing events: Ending the White Australia policy

In October 1971, Gough Whitlam, who was then leader of the opposition, made an address to the press in which he outlined three changes he would be making to the ALP's immigration policy ahead of the 1972 federal election.

Source 11

> We removed the assertion that a primary national objective must be to increase population. We removed the commitment to expand the immigration program. We related our immigration needs simply to the capacity of Australia to provide 'employment, housing, education and social services' – in other words a very specific instruction to the incoming Labor Government that people, the welfare of people, the people already here and the people who may come, must be the prime consideration, not mere numbers. And thirdly we said unequivocally that there must be no discrimination on grounds of race or colour or nationality.

Extract from Gough Whitlam, *The Whitlam Government 1972–1975*, Penguin, 1985, pp. 497–500

Source 12 Mitsuru and Keiko Maeda and their son Naruhito were among the first Japanese migrants to settle in Australia after changes to immigration laws in 1966.

ratified
when a national or state parliament has expressly passed legislation that requires it by law to adopt the various rights and responsibilities set out in a treaty

After winning the 1972 election and becoming prime minister, Whitlam and the ALP government formally removed the last remnants of the White Australia Policy. In 1973, new instructions were issued that totally disregarded race as a factor in selecting migrants. This was supported with legislation that all migrants, regardless of origin, could apply for citizenship after three years' permanent residence. In addition to this, the government **ratified** all international agreements (treaties) relating to race and immigration. In 1975, this was followed by the introduction of the *Racial Discrimination Act*, which made the use of racial criteria for official purposes illegal.

KEY SKILL
Communicating & reflecting

The end of the White Australia Policy

In order to give historical writing credibility and reliability, general assertions must always be supported with evidence. Evidence may come in many forms, including official documents, letters and diaries, statistics, laws, newspaper reports and cartoons or artworks.

Practise the skill

1 Read the following paragraph. Using the information in this topic (15.6), rewrite the paragraph using at least four pieces of evidence to support the general statements made.

During the 1950s, the first steps were taken towards the dismantling of the White Australia Policy. This was partly because Australia was developing increasing ties with Asia. The fear of communism also meant that the Australian Government wanted to strengthen Asian nations so they could better resist the communist spread. Australian involvement in the Vietnam War was a reflection of this fear. Following the election of the Whitlam Labor government in 1972, any reference to race was removed from immigration legislation.

For more information on this key skill, refer to page 243 of 'The history toolkit'.

15.6 CHECK YOUR LEARNING

Review and understand

1 **Outline** all the changes to Australia's immigration policy introduced by Prime Minister Harold Holt between 1949 and 1958.
2 What was the Colombo Plan? **Describe** how it affected migration to Australia.
3 **Identify** the year the White Australia Policy was officially abolished.
4 **Summarise** the significance of the *Racial Discrimination Act 1975* in relation to immigration. What did the Whitlam government do to formally end the White Australia Policy?
5 Communism played a major role in Australia's involvement in the region and its immigration policies between the 1950s and 1970s. **Explain** how the domino theory, fear of communism and Australia's military engagements might have influenced Australians' attitudes to Asian immigration policies at the time.

Apply and analyse

6 Organise a class debate on the topic: 'The abolition of the White Australia Policy in 1973 was the most significant event in Australia's immigration history.'

Divide the class into two, with three speakers for the affirmative side and three for the negative side. All members of each side should assist with the research and development of their side's argument. You should use the timeline in topic 15.1 on page 386 and other information from this chapter to **propose** (put forward) a case for your side of this debate.

Evaluate and create

7 Conduct some **research** into Alfred Deakin's attitude to non-white immigration. Write a 300-word speech that he might have delivered in parliament in 1901, in support of the *Immigration Restriction Act*.

15.7 Towards a multicultural Australia

In this topic, you will:

» explore different policies and practices in Australia following the abolition of the White Australia Policy.

assimilation
the process by which a minority group adopts the language and customs of a dominant population

integration
an immigration policy introduced during the 1960s after recognition that assimilation was not a practical policy; integration was based around the belief that new migrants should conform to the attitudes, values and beliefs of the wider society while still retaining aspects of their traditional cultures

monoculturalism
the practice of actively preserving a single national culture through the exclusion of external influences; it aims to achieve a single, homogeneous society without diversity

As the White Australia Policy was gradually dismantled during the 1950s and 1960s, new policies began to take its place. Initially, a policy of **assimilation** was introduced, followed by one of **integration**. Over time, it became clear that these approaches were neither possible nor appropriate. As a result, the current policy of multiculturalism was adopted. Multicultural policies aim to recognise and embrace different cultures and traditions.

Monoculturalism, assimilation and integration

Immigration policy in the 1950s was based on the concept of assimilation. Broadly, this meant migrants were expected to give up their old culture and adopt Australian culture and customs. Assimilation was part of a push to preserve a single Australian culture by excluding the influence of other cultures and traditions – a practice known as **monoculturalism**.

The problem with assimilation as a policy was that it demanded people deny the culture, beliefs and values they had grown up with. This is an inherent part of an individual's identity – not easily changed by government policies that discourage cultural and ethnic diversity. The advantages of a monocultural society over one made up of diverse cultures were also unclear.

Source 13 Celebrating multicultural Australia: festivities for India's Diwali are usually held at Federation Square in Melbourne, but moved online in 2020 due to the COVID-19 pandemic.

In the 1960s, assimilation gave way to a policy of integration. Under this policy, migrants were encouraged to celebrate their own cultures at home, but to adopt mainstream Australian values and customs while in public.

Even British arrivals, with similar language and culture to Australians, would experience a type of culture shock on arrival in Australia, and could often find it difficult to adapt to their new lives here. When language and cultural difficulties were added to the mix, it is easy to understand why many migrants struggled to assimilate and integrate.

Integration was also difficult where appropriate support was not available. Migrants would often find that their education, skills and qualifications were not officially recognised in Australia. Instead, they had to work in physically demanding labouring jobs in order to earn money.

Key skill worksheet
Determining historical significance: Multiculturalism

The beginnings of multiculturalism

By the mid-1960s there was an increasing awareness of the difficulties migrants faced when adjusting to a new life, new language and new culture in Australia. The end of the White Australia Policy and the influx of new migrants to Australia from all parts of the world meant Australians were increasingly exposed to new cultures, traditions and beliefs that challenged the concept of a monocultural Australia.

Source 14 Chong Chul Rhee, a master instructor of Tae Kwon-Do, demonstrates his skills to Al Grassby at the 1975 August Moon Festival in Sydney. Also known as the Mid-Autumn Festival or Moon Festival, this event is celebrated by many East and South-East Asian people. It was opened by Grassby, as Commissioner for Community Relations.

Multiculturalism involved accepting and embracing the cultural practices and traditions that migrants brought with them to Australia. It was a natural progression from the phasing-out of the White Australia Policy and assimilation policies that had rejected other cultures and ignored the importance of culture to individuals and social groups. Multiculturalism encouraged Australians to accept diversity and to respect and interact with other cultures. For migrants, multiculturalism allowed them to celebrate their cultural origins while still embracing their adopted country.

Multiculturalism was officially recognised by the government in 1973 when the Whitlam ALP government's Minister for Immigration, Al Grassby, issued a reference paper called *A Multi-cultural Society for the Future*. Grassby had been instrumental in formalising the end of the White Australia Policy and calling for increased migration from non-English-speaking countries. Grassby's electorate was targeted by anti-immigration groups in 1974, causing him to lose his seat; but Whitlam appointed him as the first federal Commissioner for Community Relations – responsible for administering the new *Racial Discrimination Act 1975*.

bipartisan
(in a two-party political system such as Australia) an action or vote involving agreement from both parties

Both Prime Minister Whitlam and Liberal Opposition Leader Malcolm Fraser embraced the vision of a multicultural Australia in a **bipartisan** manner. This cooperation was significant during one of the most divisive periods in Australian politics – the dismissal of Whitlam as prime minister in 1975. When the Fraser government took power that year, this bipartisan approach continued.

In 1977 the Ethnic Affairs Council, set up by the Fraser government, recommended that multiculturalism become official public policy. The first official programs were implemented the following year, and in 1979 the Australian Institute of Multicultural Affairs was established by an Act of Parliament to raise awareness of cultural diversity and promote social cohesion, understanding and tolerance.

15.7 CHECK YOUR LEARNING

Review and understand

1. **Define** the following terms: assimilation, integration, monoculturalism, multiculturalism.
2. **Explain** the difference between monoculturalism and multiculturalism.
3. Who was Al Grassby? **Summarise** the role he played in developing a multicultural Australia.

Apply and analyse

4. **Propose** (put forward) two reasons why the policy of assimilation adopted in 1950s Australia was so difficult for new migrants.

Evaluate and create

5. It is rare in the history of the Australian Commonwealth for the two main parties to take a bipartisan approach to an issue. **Discuss** why the Whitlam and Fraser governments both supported a multicultural policy for Australia.
6. **Create** a list of all the ways in which Australian life has been enriched by multiculturalism over the past 40–50 years. Food is an obvious example, but there are many more. You may like to interview a grandparent or older neighbour to help you with your list.

15.8 The migration debate since 1980

In this topic, you will:

- explore arguments for and against Australia's migration policy
- consider the impact of the 'Children overboard' affair.

After the government's acceptance of multiculturalism in the 1970s, migrants of different backgrounds had largely become accepted in Australian life. Officially, Australia continued to support a migration policy based on skills and not race, and Australia significantly expanded its intake of refugees and displaced persons from around the world. However, it is important to note that not all Australians welcomed multiculturalism and there were still examples of discrimination, especially in subtle and unofficial ways.

The arrival of the first Vietnamese refugees by boat in the late 1970s, following the end of the Vietnam War, marked a turning point in Australia's humanitarian migrant intake. By the mid-1980s Australia was accepting tens of thousands of Vietnamese refugees under international arrangements (see topic 15.10 on page 422), and migration from ordinary channels was still increasing. Over the next two decades, the number of asylum seekers arriving by boat each year would also increase as conflicts broke out around the world. The numbers reached 5500 in 2001 and sparked heated public debate in government, the media and society.

This would set the scene for a new Australian debate on immigration relating to refugees and asylum seekers, which continues to this day.

New political debate

In 1983, Bob Hawke was elected prime minister. The Hawke ALP government remained in power from 1983 to 1991, and maintained the political and legislative support it needed to keep multiculturalism as a central immigration policy. Nevertheless, there were voices raised against the policy. In 1984, historian Geoffrey Blainey delivered a speech in which he argued that the rates of Asian immigration to Australia were too high, threatening the social cohesion of Australian society. This helped spark a media and political debate that broke the bipartisan support on migration levels which had characterised much of the previous decade. Although the White Australia Policy had long since been abolished, the debate on levels of Asian immigration continued. Increasingly, it became linked to debate on the acceptance of refugees.

The debate was heightened at the end of the 1980s, when then Opposition Leader John Howard developed a new Liberal Party policy on immigration and ethnic affairs called 'One Australia'. When discussing it on radio in 1988, Howard suggested the rate of Asian immigration should be slowed. He questioned multiculturalism, arguing it meant that it was impossible to have an Australian ethos or common Australian culture. He also commented: 'multiculturalism suggests that we can't make up our minds who we are or what we believe in.'

Source 15 Leader of the Opposition John Howard in 1988

The Hawke government quickly reacted to this, introducing a parliamentary motion rejecting the use of race to select immigrants. In 1989 the government released a statement titled *National Agenda for a Multicultural Australia*, which defined the principles of multiculturalism based on three rights and three obligations (see Source 16).

Source 16

The *National Agenda* defined the fundamental principles of multiculturalism based on three rights and three obligations:

- The right to cultural identity (expressing and sharing one's individual cultural heritage, including their language and religion); social justice (equality of treatment and opportunity, and the removal of barriers of race, ethnicity, culture, religion, language, gender or place of birth); and economic efficiency (the need to maintain, develop and utilise effectively the skills and talents of all Australians).
- The obligation to have an overriding and unifying commitment to Australia, to its interests and future first and foremost; to accept the basic structures and principles of Australia; and to accept that the right to express one's own culture and beliefs involves a reciprocal responsibility to accept the right of others to express their views and values.

Extract from National Multicultural Advisory Council, *Australian Multiculturalism for a New Century: Towards Inclusiveness*, NMAC, 1999

Source 17 A Chinese student in Sydney in tears on hearing of the events taking place in Tiananmen Square, 1989

New initiatives also included a National Office of Overseas Skills Recognition, improved access to government services for all groups, greater support for English language teaching and second language learning, and stronger relationships between government and ethnic communities through a community relations campaign.

In 1989, after the Chinese Government's brutal suppression of pro-democracy demonstrators in Tiananmen Square, Beijing, Hawke granted permanent residency to 2000 Chinese students in Australia at the time and refused China's request to force the students to return home.

Mandatory detention

In 1991, Prime Minister Paul Keating took over as leader of the ALP government and introduced the next major policy change for migration. In response to the increasing number of Vietnamese, Chinese and Cambodian refugees seeking asylum in Australia, and the apparent levels of community concern, the Keating government in 1992 introduced a system of **mandatory detention** of asylum seekers. This meant that anyone arriving in Australia without a valid visa would be detained immediately on arrival while they underwent relevant checks and assessments. The government wished to signal that 'migration to Australia may not be achieved by simply arriving in this country and expecting to be allowed into the community'.

In 1994, the initial time limit on detention was removed, meaning asylum seekers could be detained indefinitely.

mandatory detention
a feature of Australian immigration policy under which all persons entering the country without a valid visa are compulsorily detained while security and health checks are undertaken and the legitimacy of their claims is decided

One Nation

Despite the government's attempts to control the migration debate, the issue continued to grow. It became central to the 1996 federal election, when the Howard Liberal–National Party Coalition government was voted into power. Queenslander Pauline Hanson was elected to federal parliament at this time. Initially a Liberal candidate, she became an Independent after being disendorsed (no longer supported by the party) due to comments she made about the 'special treatment' of Aboriginal and Torres Strait Islander peoples. In her maiden speech after being elected as the Member for Oxley, Hanson said:

> I and most Australians want our immigration policy radically reviewed and that of multiculturalism abolished. I believe we are in danger of being swamped by Asians.

Hanson went on to form her own political party, One Nation, which attracted support in the late 1990s in her native Queensland. Her divisive policies on immigration, Aboriginal and Torres Strait Islander peoples, and her ability to play on the fears of some voters, permanently affected the political landscape. After more than a decade away from politics, in 2016 Hanson was elected to the Senate, representing Queensland.

Source 18 Pauline Hanson was first elected to parliament in 1996.

Source 19 Pauline Hanson delivering her first speech as a Senator for Queensland, 2016

Migration during the Howard years

Since his time as opposition leader in the 1980s, Liberal politician John Howard had rejected multiculturalism. Howard saw an 'Australian tradition' at the centre of national identity, and argued that migrants should embrace that tradition. In 1996, he was elected prime minister, and remained in power until 2007. During his time in office he attempted to implement a citizenship test that required migrants to demonstrate an understanding of Australian history and sport. He also argued for a new preamble to the Australian Constitution that recognised God and 'mateship'. Howard summarised his beliefs on multiculturalism in a 2006 Australia Day address to the National Press Club.

Analyse this!
John Howard 2006 address

Source 20

> Most nations experience some level of cultural diversity while also having a dominant cultural pattern running through them. In Australia's case, that dominant pattern comprises Judeo-Christian ethics, the progressive spirit of the **Enlightenment** and the institutions and values of British political culture. Its democratic and egalitarian temper also bears the imprint of distinct Irish and non-conformist traditions.
>
> Extract from John Howard, address to the National Press Club, 26 January 2006

Enlightenment
a cultural, philosophical and intellectual movement that took place across Europe during the seventeenth and eighteenth centuries; during this time, thinkers and philosophers questioned beliefs about education, religion, government and society that had been accepted for centuries

Source 21 This cartoon by Bill Leak depicts John Howard as Captain Cook, arriving in Australia.

While Howard was prime minister, asylum seekers and refugees became the main focus of Australia's migration debate, because the numbers of arrivals continued to rise. During his first term in office (1996–98), he not only continued the mandatory detention policy introduced by the Keating government, but also took it one step further – by introducing a tough new approach to 'deter and deny'. Central to this approach was the 'Pacific Solution'. Implemented in 2001, this policy involved transporting asylum seekers to offshore detention centres set up on the Pacific islands of Nauru and Manus Island (in Papua New Guinea), where their refugee status would be determined. In addition, the Howard government increased border surveillance and patrols. Islands where boat arrivals usually attempted to land (such as Christmas Island) were also legally excluded from Australia's migration zone. This allowed the Australian Government to avoid being subject to ordinary legal processes that refugees would otherwise be entitled to by law, if they landed on the Australian mainland.

In his 2001 campaign for re-election, Howard famously stated in reference to the arrival of 'boat people': 'We will decide who comes to this country, and the circumstances in which they come.' Later that year, the issue of asylum seekers became highly controversial during the *Tampa* crisis (see Rich task 15B on page 420) and the 'Children overboard' affair.

KEY CONCEPT
Evidence

The 'Children overboard' affair

On 6 October 2001, the *HMAS Adelaide* intercepted a boat, the *Olong*, carrying Iraqi asylum seekers towards Australia. This event took place the day after Prime Minister Howard had called a federal election, in which the question of asylum seekers was to be a key issue.

Two days later the *Olong* started to sink, and some of the *Adelaide*'s crew dived into the water to help rescue the passengers. Confused reports meant that the government was originally told that parents on the *Olong* had threatened to throw – or actually had thrown – their children overboard so they would be rescued by the *Adelaide*.

Howard, Minister for Immigration Philip Ruddock and Minister for Defence Peter Reith all condemned the asylum seekers for such cruel treatment. They also used this as an opportunity to broadly condemn and be harsh on all asylum seekers. Investigations indicated that there was real doubt about whether children had been thrown overboard, but the government continued to insist they had. The government also refused to release most of the photographs taken from the *Adelaide*, other than those that showed the crew of the *Adelaide* in the water with children.

A Senate committee later found no children had been thrown overboard or had been at risk of being thrown overboard, and that the government had known this prior to the election (which the Howard government won). The government was criticised in the media for misleading the public and cynically exploiting voters' fears of a wave of 'boat people'. The aunt of Laura Whittle, the *Adelaide* crew member shown in Source 22, later told *ABC News*: 'at no stage was anybody throwing anyone overboard'.

For more information on this key concept, refer to page 225 of 'The history toolkit'.

Source 22 This picture, taken with a mobile phone from the *Adelaide*, shows Able Seaman Laura Whittle rescuing a mother and son from the water on 8 October 2001; they were among those who had been on the *Olong*.

Source 23 This photograph of rescued asylum seekers on board the *Adelaide* was taken by a naval officer. West Australian-based Project SafeCom acquired this and other photographs from anonymous sources several weeks after the sinking of the *Olong* on 8 October 2001 and the rescue of the vessel's 219 passengers. (AAP Image/SafeCom)

See, think, wonder

Look at Sources 22 and 23.

- What do you see?
- What do you think?
- What do you wonder?

15.8 CHECK YOUR LEARNING

Review and understand

1 **Outline** how the Hawke government responded to the 1989 Tiananmen Square protests. Suggest two reasons for this response.

2 **Explain** why the government's reaction to the 'Children overboard' affair was controversial.

Apply and analyse

3 **Determine** the main argument of One Nation's Pauline Hanson in her maiden speech to parliament in 1996. Use the census data in Rich task 15A on page 400 to decide whether her claim was accurate.

4 **Analyse** the Bill Leak cartoon in Source 21. Comment on what you see in the cartoon, the meaning behind it and why it is ironic.

Evaluate and create

5 Read the extract from John Howard's speech to the National Press Club (Source 20). Identify the influences that he suggests are part of the 'dominant cultural pattern' of Australia. **To what extent** do you agree with this view? Suggest at least five other influences that you believe should be included; then write your own version of the speech.

6 During the 2001 election campaign, Howard said: 'We will decide who comes to this country, and the circumstances in which they come.' **Evaluate** to what extent this statement reflected a significant change in Australia's approach to immigration since 1901. Remember, when you evaluate something you should talk about its strengths and weaknesses. Be sure to give your overall opinion.

15.9 The ongoing migration debate

In this topic, you will:

» explore ways the Australian Government has dealt with migrants and refugees in recent history.

Since the Howard years, 'boat people' and refugees have become one of the most defining features of the Australian political debate around migration. This is largely because the number of boat arrivals continued to rise under the Rudd and Gillard ALP governments until 2013. Since the election of the Liberal–National Party Coalition government that year, the number of boat arrivals has steadily declined (see Source 25) – the result of a range of policies. Nevertheless, the methods used to deter boat arrivals have led to controversy, so the issue has remained in the public eye. Debate continues about the best ways in which to manage the numbers of new migrants arriving each year.

Key skill worksheet
Identifying continuity & change: Migration debate

'Boat people'

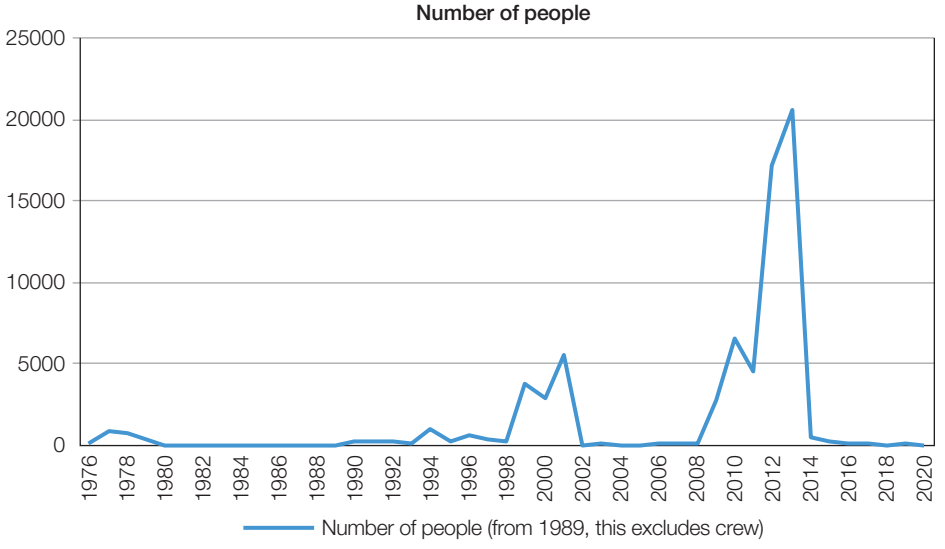
The term 'boat people' was introduced with the arrival of the first wave of refugees in the late 1970s and early 1980s, fleeing Vietnam through neighbouring Asian countries after the end of the Vietnam War.

Source 24 A group of Vietnamese 'boat people' fleeing Indo-China

A second wave of asylum seekers arrived in 1989 and in the early 1990s, mainly from Cambodia, Vietnam and southern China. It was at this time that the Keating government introduced its policy of mandatory detention. This was followed by a third wave in 1999 and in the early 2000s, mainly from the Middle East. The numbers of arrivals were larger than ever before, triggering the Howard government's tough response – the Pacific Solution and 'deter and deny' policy described in topic 15.8 on page 414. A fourth wave would soon arrive, bigger than any before. It reached 17 000 people in 2012 alone, and triggered another intense political debate. A noticeable difference with the more recent waves is that asylum seekers have often arrived with the help of intermediary **people smugglers**.

Source 25 illustrates the pattern of boat arrivals since 1976.

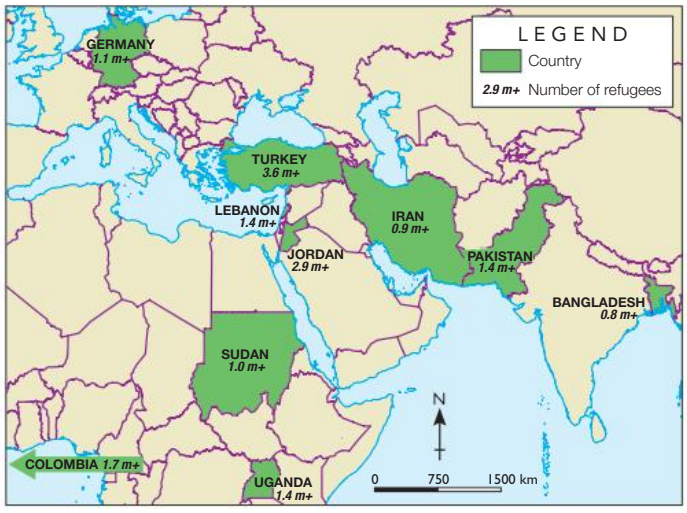
people smugglers
those who arrange for asylum seekers to make a sea voyage to another country in return for a fee



Source 25 Boat arrivals in Australia since 1976, by calendar year

Data supplied by the Refugee Council of Australia

The voyages undertaken by 'boat people' are extremely dangerous, with overcrowded boats and equipment in terrible condition that is not fit for the high seas. These journeys often result in many people drowning. During the third and fourth waves of migration, regular stories arose of tens or even hundreds of people dying from the sinking of a single boat. Some of these boats sank near the shore of Australia's Christmas Island, close to Australia's maritime border with Indonesia and the most common destination for asylum seekers. As these drownings became increasingly visible to the public via the media, the political debate became one of deterrence for reasons of safety, as much as to slow the number of arrivals.



Source 26 The top 10 refugee host countries, as of 2019

Source: Amnesty International

Despite regular changes in Australian government policy and repeated attempts to deter arrivals, the issue of boat arrivals is hugely complex. 'Push factors' from source countries (see topic 15.3 on page 393) are outside the control of Australian policy, and for many people they outweigh the risks and dangers of attempting the voyage.

Although the number of boat arrivals in Australia has increased significantly since 1976, relative to the rest of the world the number remains comparatively small. The increase in people seeking asylum has raised concerns globally, with many destination countries facing much larger numbers. For example, in 2017 in Italy alone there were more than 119 000 irregular boat arrivals, via northern Africa. The number of asylum seekers arriving by land, an issue that does not affect Australia, is even higher and often falls on the world's poorest countries. For example, as of December 2018, Pakistan was hosting 1.40 million refugees and Sudan 1.08 million.

See, think, wonder

Look at Source 26.

- What do you see?
- What do you think?
- What do you wonder?

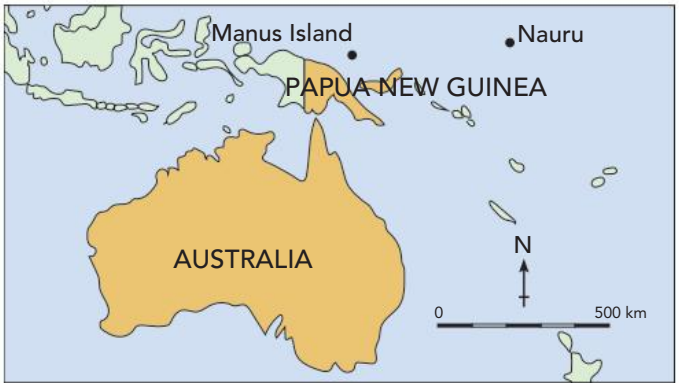
The 'Malaysia Solution'

quota
an official limit on the number or amount of people or things that are allowed

Successive Australian governments since the Howard years have attempted to address the issue. In 2007, the newly elected ALP government, led by Prime Minister Kevin Rudd, set about softening Australia's policies. Soon after taking office, Rudd closed offshore processing centres in Nauru and Manus Island (Papua New Guinea).

As new waves of boat arrivals increased, the Australian Government (now under the leadership of Prime Minister Julia Gillard) set about toughening these policies again. In 2011, the government reached a deal with Malaysia to send a **quota** of boat arrivals to resettle there, in exchange for Australia accepting a much larger number from Malaysia through normal refugee-processing centres.

The 'Malaysia Solution' was soon challenged by refugee advocates in the High Court of Australia. The court ruled by a large majority that the proposed arrangement was legally invalid. In response, the Gillard government reopened detention centres in Nauru and Manus Island, and introduced a new 'No advantage' policy. This meant that those who arrived by boat would have no advantage over other immigrant arrivals, and was an attempt to deter people from making the voyage.



Source: Oxford University Press

Source 27 Manus Island and Nauru, the location of Australian-run refugee processing centres; these are known as offshore processing centres.

The 'PNG Solution'

After Kevin Rudd took over from Gillard as prime minister in 2013, one of the government's first actions was to announce a new refugee resettlement plan. The plan, which was developed in agreement with the Papua New Guinean Prime Minister Peter O'Neill, was called the 'Regional Resettlement Arrangement between Australia and Papua New Guinea', and became known simply as the 'PNG Solution'.

Under the PNG Solution, any asylum seeker arriving by boat without a valid visa would be refused settlement in Australia, even if they were found to be a refugee. Instead the asylum seeker would be resettled in Papua New Guinea. The intent of this plan was to remove any attraction or 'pull factor' for asylum seekers to make the voyage to Australia, and in turn dismantle the business of people smugglers offering voyages. Both major parties welcomed the PNG Solution in an effort to appear tough on 'boat people', but the policy was strongly opposed by the Greens and many church and humanitarian groups. There were several public marches and demonstrations in major cities.

Source 28 An Australian Government advertisement for Operation Sovereign Borders

'Operation Sovereign Borders'

Boat arrivals and refugees were central to the 2013 federal election campaign between the Rudd ALP government and Liberal–National Party Coalition opposition, led by Tony Abbott. During the election campaign, the Coalition proposed a range of policies that were even tougher than the PNG Solution. Central to these policies was a promise to 'Stop the boats'. The policies proposed a military-led response, similar to the one proposed by the Howard government in 2001. They involved 'towing' or 'turning' back any boats discovered on course for Australia. They also included new proposals to buy any boats from people smugglers in Indonesia.

After being elected prime minister in 2013, Abbott set about implementing these new policies under the name 'Operation Sovereign Borders'. During his first days in office, the policies created some diplomatic tensions with Indonesia. Indonesian officials complained publicly that their government had not been consulted on the policies, and argued that the plan could interfere with Indonesia's sovereignty as a country.

In 2015, the *Australian Border Force Act* was passed, setting up the law enforcement agency of the same name and giving it broad powers in relation to border protection.

Source 29 Opposition to the *Australian Border Force Act* was shown by a range of community groups, including doctors.

Refugee resettlement deal with the United States

In 2015, Malcolm Turnbull replaced Tony Abbott as Liberal prime minister. At the time there were more than 1250 refugees and asylum seekers in offshore detention. In 2016, Turnbull arranged a deal with outgoing US President Barack Obama to resettle a number of asylum seekers from Nauru and Manus Island in the United States. In return, Australia agreed to resettle a number of Central American refugees in Australia.

In 2017, newly elected US President Donald Trump declared the arrangement 'a dumb deal', but eventually agreed to honour it. As of 2020, over 800 asylum seekers had been sent to the United States under this arrangement.

Source 30 Malcolm Turnbull and Barack Obama signed a deal whereby 1250 refugees and asylum seekers would be transferred from Nauru and Manus Island to the United States.

The Medevac Legislation

The policies of Operation Sovereign Borders polarised the Australian community. Supporters of the policies argued that they discouraged refugee boats from attempting to come to Australia, leading to a severe decline in deaths at sea. Opponents criticised the inhumanity of keeping people in offshore detention. The debate became heated when Dr Kerryn Phelps was elected as an Independent to federal parliament in a by-election in November 2018. Phelps had already been a spokeswoman for refugees, especially in the area of physical and mental health concerns. She introduced a private member's bill, which became known as 'Medevac'. The Bill, which was passed in February 2019, made it compulsory for seriously ill refugees and asylum seekers in offshore detention to be transferred to Australia for care. Medical transfer required the signatures of two independent Australian doctors.

Medevac was widely celebrated by refugee advocates and many Australians. Under the Medevac legislation, 192 people detained on Nauru and Manus Island were transferred to Australia for medical treatment. However, it was only in place for nine months. At the general election held in May 2019, Phelps was defeated, and the Medevac legislation was eventually repealed in December 2019.

The debate around migration continues to divide Australia. In 2020, the coronavirus pandemic replaced refugees (and other issues) as the top story in the media, but in 2021 there were protests against refugees and asylum seekers being held in local detention centres or hotels.

The number of detainees on Nauru or Manus Island has declined considerably in recent years, and as of early 2021, fewer than 200 remained there. However, there are still upwards of 1200 asylum seekers in detention in Australia, and many more who are living in the community on temporary visas.

I used to think, now I think

Reflect on your learning about Australian government policies on migration and complete the following sentences.

- I used to think ...
- Now I think ...

What has changed in your understanding?

15.9 CHECK YOUR LEARNING

Review and understand

1. **Identify** the top 3 refugee host countries, according to Source 26.
2. **Outline** the key points of the Malaysia Solution. Why did it not proceed?
3. **Explain** the Medevac Bill.
4. **Summarise** the factors that have driven millions of people to flee their homelands over the past 50 years.

Apply and analyse

5. **Examine** the information provided in Source 25 showing boat arrivals. How does your study of history help you explain the variations in boat arrivals in Australia between 1976 and 2010?
6. Using the information provided in this topic, **analyse** how successive governments since the 1970s have managed refugees and asylum seekers.

Evaluate and create

7. Use the material in this topic and conduct some additional **research** on attitudes towards 'boat people' and offshore detention. Include in your research at least one interview with a person who supports offshore detention and one who supports a more humane approach to asylum seekers. Use the material to create a two-column chart in which you synthesise all of the arguments on both sides of this contentious issue.

15B RICH TASK

Quizlet
Revise the key terms you have learnt so far.

The *Tampa* crisis

On 23 August 2001, two vessels set sail from different ports. A Norwegian freighter called the *Tampa* left Fremantle, Western Australia, heading towards Singapore. A wooden fishing boat called the *Palapa* left Java, Indonesia, heading towards Australia.

On board the *Palapa* were 438 asylum seekers, most of whom were fleeing the Taliban regime in Afghanistan. The paths of the two vessels would cross in the Indian Ocean, creating an incident that would see Australia attract international criticism for the way it was handled.

On 25 August, the *Palapa* was spotted drifting without power, and the Australian Coastwatch called for ships to help rescue its passengers. On board the *Tampa*, Captain Arne Rinnan diverted his ship to assist the Palapa, which was beginning to fall apart. Australian authorities told Rinnan to take those he had rescued to Indonesia. They informed him he would be prosecuted if he attempted to take the asylum seekers to Australian territory.

Prime Minister John Howard rejected Rinnan's request to land the refugees on Christmas Island. When Rinnan refused to head to Indonesia, the Howard government ordered troops from the Australian army's Special Air Services (SAS) regiment to board the vessel. Norway responded by condemning Australia in the United Nations as 'inhumane and contravening international law'. After frantic negotiations, Howard organised a deal to allow the asylum seekers to land on the tiny Pacific island of Nauru. This would become known as his 'Pacific Solution'. A Neilsen poll showed that 74 per cent of Australians approved of Howard's handling of the *Tampa* affair.

On 5 October 2001, Howard called a federal election for 10 November, and ran on the slogan: 'We will decide who comes to this country, and the circumstances in which they come.' He won the election.

Source 31 Asylum seekers on the deck of the *Tampa* in 2001 (photo: Australian Associated Press (AAP))

Source 32

> I have seen most of what there is to see in this profession, but what I experienced on this trip is the worst. When we asked for food and medicine for the refugees, the Australians sent commando troops onboard. This created a very high tension among the refugees. After an hour of checking the refugees, the troops agreed to give medical assistance to some of them … The soldiers obviously didn't like their mission.

Extract from an interview with Arne Rinnan, captain of the *Tampa*, *Norway Today*

Source 33

> The Pacific Solution was cobbled together in the days and weeks that followed, but Howard had embarked on a course from which there would be no deviation. One act of humanity by a Norwegian seaman had given him (Howard) the opportunity to draw a line in the sand. As one cabinet minister told me: 'They're not in a leaky boat that was sinking. They're in a 60 000-tonne container ship and their lives are not in danger.'

Extract from Michael Gordon, 'The Boat that Changed it All', *Sydney Morning Herald*, 20 August 2011

KEY SKILL
Analysing sources

Processing and synthesising information from a range of sources

The primary sources that historians use to form opinions and arguments about the *Tampa* crisis can tell different stories. It is the job of historians to analyse these sources, identify what evidence they provide to support or refute particular arguments, and come to a conclusion about their usefulness and reliability. For example, an opinion expressed by a relative of one of the asylum seekers would probably be very different from the opinion of a political candidate in an electorate where a majority of voters were opposed to asylum seekers landing in Australia.

When processing information from sources, follow the steps below.

Step 1 Identify who created each source and the reason why it was created. That way you can identify any potential bias.

Step 2 Construct your argument, using the sources as evidence. You should explain why particular sources support your argument, and give reasons why the sources that disagree with you are not as important or valid.

For more information on this key skill, refer to page 236 of 'The history toolkit'.

Practise the skill

1 **Examine** Sources 32 and 33 carefully. For each source, answer the following questions:
   - **a** Does the source suggest positive or negative views about how the *Tampa* crisis was handled?
   - **b** What is the main point made by the source?
   - **c** Who is responsible for the source and how reliable do you believe it to be? Why?

2 Write a historical argument about the *Tampa* crisis, using the plan provided below.
   - **Title:** Was Australia's treatment of asylum seekers aboard the *Tampa* justified?
   - **Introduction:** The *Tampa* crisis occurred when … (introduce the context of your piece, focusing on the origins of the asylum seekers and the political situation in Australia at the time).
   - **Paragraph 1:** Some sources say … (explain which sources describe the asylum seekers' background).
   - **Paragraph 2:** However, other sources say … (explain which sources indicate that Australia's response to the situation was acceptable or necessary).
   - **Paragraph 3:** We have to be careful about which sources we use because … (explain the problems with some of the sources in terms of reliability and bias).
   - **Conclusion:** Overall, the evidence suggests … (summarise the evidence and give your informed opinion about Australia's response to the *Tampa* crisis).

Extend your understanding

1 The treatment of asylum seekers who reach Australia by boat continues to provoke debate and divide public opinion today. Working in groups of three or four, **research:**
   - how and why the countries of origin for asylum seekers have changed since 2001
   - how Australian Government policy towards asylum seekers has changed during this period.

   Present a report of your findings.

15.10 The impact of the Vietnam War on migration

In this topic, you will:

» understand the history and main events of the Vietnam War.

One of the most significant influences on Australia's immigration patterns after World War II was the arrival of thousands of Vietnamese in the decades following the end of the Vietnam War.

Before the Vietnam War (1955–75), there were fewer than 2000 Vietnamese-born people living in Australia. After the end of the Vietnam War, when US and Australian troops withdrew and South Vietnam was overtaken by the communist North, people fleeing through neighbouring Asian countries began to arrive in Australia by boat after perilous voyages by sea.

During the war years it is estimated that more than half the Vietnamese population was displaced. Huge numbers of Vietnamese would leave Vietnam to seek asylum in countries around the world, and Australia would enter international agreements to accept refugees in large numbers not seen before. Most of the people would remain in Australia and begin new lives here, leaving a permanent impression on Australian culture and making positive contributions to the country.

Source 1 Refugees from Vietnam land safely at Darwin Harbour, November 1977.

Key skill worksheet
Analysing cause & effect: Vietnam War

What was the Vietnam War?

The Vietnam War was a military conflict fought between North Vietnam and South Vietnam. It was essentially a civil war over whether the country should be communist or democratic. There had been tensions between the north and south since World War II, but conflict escalated following the end of French colonial control of Vietnam in 1954.

North Vietnam was supported by the Soviet Union, China and North Korea, while South Vietnam was supported by the United States and its allies: Thailand, Australia, New Zealand, and the Philippines. The war was part of the American effort to prevent the spread of communism in Asia. Australia strongly supported this anti-communist stance and became involved in the war in an advisory capacity in 1962. The decision to commit Australian combat troops to the conflict was made in 1965. During the Vietnam War – referred to in Vietnam as the American War – Australia fought alongside the United States, intervening in what was essentially an internal conflict in Vietnam.

A history of conflict

From the mid-nineteenth century, Vietnam was part of the French **Empire**, but in World War II, Japan invaded Vietnam and treated the Vietnamese very badly. During this time, a Vietnamese communist revolutionary by the name of Ho Chi Minh led a resistance group to fight both the Japanese and the French occupation. In May 1941, Ho Chi Minh founded a communist coalition (known as the Viet Minh) to fight for Vietnamese independence from Japan.

In the aftermath of World War II, the struggle for independence continued, with intervention from France, Britain, and the United States.

Source 2 A captured Viet Cong member, 27 January 1967; the Viet Cong was the name of the communist guerrilla movement that fought against South Vietnam.

Australian involvement in the war

Australia's prime minister at the start of the Vietnam conflict was Robert Menzies. He fully supported the United States' anti-communist policy, and was a committed ally throughout the war. Menzies was a strong believer in the domino theory (see topic 15.6 on page 405). This belief was strengthened by the memories that many Australians had of World War II, when the Japanese had 'island hopped' down through South-East Asia to attack Australia's northern shores.

In 1962, the Australian Government committed its first 30 military advisers to South Vietnam. That initial commitment would grow to 60 000 over the next decade, after Menzies' decision to commit combat troops to the conflict in 1965. This followed the reintroduction of **conscription** for overseas military service – an issue that divided Australian society. Approximately 500 Australians died during the Vietnam War, including 185 conscripts.

Until the deployment of Australian soldiers to Afghanistan in 2001, Vietnam was Australia's longest war.

empire
a group of countries and/or areas often speaking different languages and having different cultures, but centrally ruled

conscription
the compulsory recruitment of people to serve in the armed forces, often during times of war

Key skill worksheet
Determining historical significance: Domino theory

How the war ended

Over the years, the Vietnam War became increasingly divisive. Although it was largely a guerrilla war, all levels of the armed forces were involved. The conflict is also referred to as the 'first television war' because television news crews accompanied soldiers into the field. News bulletins reported ever-increasing death tolls. Politicians continued to speak of a 'light at the end of the tunnel', while television viewers were becoming depressingly familiar with the sight of body bags and coffins.

Source 3 Australian troops during the Vietnam War, 8 June 1965

In 1968, North Vietnamese and Viet Cong troops launched one of the largest military campaigns of the war against South Vietnam, the United States and its allies. It was known as the Tet Offensive, and involved a series of surprise attacks on cities in the south. Although the offensive was eventually repelled, many troops were killed and any illusions that the war effort was going well for the United States and its allies were shattered. With public confidence and support dwindling in both the United States and Australia, politicians looked for ways to remove themselves from a conflict that looked to have no end.

Australia began withdrawing troops from Vietnam in 1970, and by early 1973 the last Australian troops returned home. The United States followed in 1973. All foreign support personnel and advisers pulled out in 1975 when the North Vietnamese approached Saigon. As the tanks rolled into the former Presidential Palace in Saigon, the United States calculated the cost of involvement in the conflict. More than 58 000 Americans had died.

The final result of the conflict was the collapse of the South Vietnamese Government in 1975. That year, North Vietnamese troops gained control of South Vietnam and the country was reunified. In the aftermath of the war, both the United States and Australia opened their doors to refugees from the conflict. As a result, the Vietnam War changed the nature of migration to Australia.

KEY SKILL
Sequencing events

The end of the Vietnam War

An understanding of chronology is an important tool in the historian's toolkit. Not only does it give the historian a sense of the order in which events occurred, but it also has the potential to throw light on causation and links between events. A sense of change over time can only be developed through a grasp of the sequence of events and movements.

The end of Australia's official involvement in the Vietnam conflict did not occur on one day. Instead, there was a build-up of influences over several years, culminating in the final withdrawal of Australian Government officials from Saigon.

For more information on this key skill, refer to page 230 of 'The history toolkit'.

Practise the skill

1 Five key steps in Australia's withdrawal from Vietnam are listed below. No dates have been included. Conduct **research** on these steps, and rearrange them in chronological order:
   - The Australian Prime Minister John Gorton announces that the 8th Battalion will not be replaced when it returns to Australia.
   - A platoon guarding the Australian Embassy in Saigon is withdrawn.
   - The first anti-war moratoriums (protests) are held in Australian cities.
   - The Whitlam ALP government is elected.
   - Australian combat operations in Phuoc Tuy province end.

15.10 CHECK YOUR LEARNING

Review and understand

1 **Identify** when and why the Viet Minh was founded.

2 **Outline** two reasons why Australian troops became involved in the Vietnam War.

3 **Identify** the year the North Vietnamese forces finally overtook the south.

4 **Explain** why the Tet Offensive of 1968 was so important in the Vietnam War.

Apply and analyse

5 **Analyse** the domino theory. Do you think it provides an appropriate justification for Australian involvement in the Vietnam War? Explain your response.

15.11 Vietnamese emigration: moral obligations

In this topic, you will:

- examine what happened to the population of Vietnam after the Vietnam War
- consider Australia's moral obligation to Vietnamese migrants.

While fighting in Vietnam, the US and Australian troops had worked closely with the South Vietnamese people, and relied heavily on them for supplies and support. They required translators, administrative support staff and guides simply to function as an armed force. There was also a range of support services used to maintain the army in the field, such as those provided by shopkeepers, bar owners, taxi drivers and owners of accommodation used by soldiers. When the war ended, many people in the United States and Australia felt they owed a debt to the South Vietnamese people and wanted to help them.

Re-education camps

re-education camps places of harsh punishment established after the communist victory in Vietnam in 1975

At the end of the war, anyone who had worked with the United States was regarded as a traitor by North Vietnamese and Viet Cong troops. The victorious communists set up **re-education camps** to force those influenced by the West to change their previous loyalties. Investigations in the United States have concluded that about 1 million Vietnamese were imprisoned in re-education camps after the end of the war in April 1975, but there are many debates about the actual statistics. It is thought that about 165 000 people died in these camps, and that torture and ill-treatment took place. Generally, people were held in these camps from three to 10 years, but some people were locked up for up to 17 years. About 150 were built, and in the years following the war, around one in three Vietnamese families had a relative in a camp.

As the re-education camps were set up, it appeared to many in the former South Vietnam that the West had simply abandoned them. A small number of Vietnamese managed to secure passage with the Americans during the frantic final hours of the evacuation of Saigon. It was the millions left behind who were to be the greatest test of moral obligation for the West.

Source 4 A re-education camp, 1976

Vietnamese displaced persons, refugees and asylum seekers

Given the horrors of war and the fear of imprisonment in re-education camps after reunification, many Vietnamese were desperate to leave the country. Some chose to leave as they feared political persecution because of their pro-Western beliefs. Others felt their opportunities to prosper in a communist Vietnam would be limited by the new political system.

internally displaced persons people forced to leave their homes (often due to conflict) but who remain within their country's borders

stateless people people who are not recognised as nationals by the laws of any country

The United Nations High Commissioner for Refugees (UNHCR) is regarded as the authority in determining the status of people after armed conflicts, and places people who flee from their home in various categories, including **internally displaced persons** and **stateless people**. Vietnam in the late 1970s had people in both these situations.

The greatest number of people who fled Vietnam, however, were refugees (defined in Source 5 on the next page) and asylum seekers (defined in Source 6). These two UNHCR definitions are still used today when assessing the victims of conflicts throughout the world who seek safer lives and more secure futures for their families.

Analyse this!
UNHCR guidelines

Source 5

> [A refugee is someone who] owing to well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence as a result of such events, is unable or, owing to such fear, is unwilling to return to it.

Extract from UNHCR guidelines

Source 6

> [An asylum-seeker is] an individual who is seeking international protection. In countries with individualized refugee status determination procedures, an asylum-seeker is someone whose claim has not yet been finally decided on by the country in which he or she has submitted it. Not every asylum-seeker will ultimately be recognized as a refugee, but every refugee is initially an asylum-seeker.

Extract from UNHCR guidelines

'Boat people'

As discussed earlier (see topic 15.9 on page 416), the term 'boat people' has become highly politicised in Australian society since the 1970s. Border security has long been a concern for our island nation with its relatively small population. Immigrants have been arriving in Australia by boat since British colonisation, but the arrival of Vietnamese refugees began a new era of foreign migration.

The first refugees from Vietnam to arrive in Australia by boat landed in Darwin in April 1976. This was a year after the end of the Vietnam War, and these new arrivals were driven by fear and desperation. According to government figures, the initial boat was followed by a further 2058 boats from Vietnam, with the final boat arriving in August 1981.

Analyse this!
Refugees from Vietnam (1981)

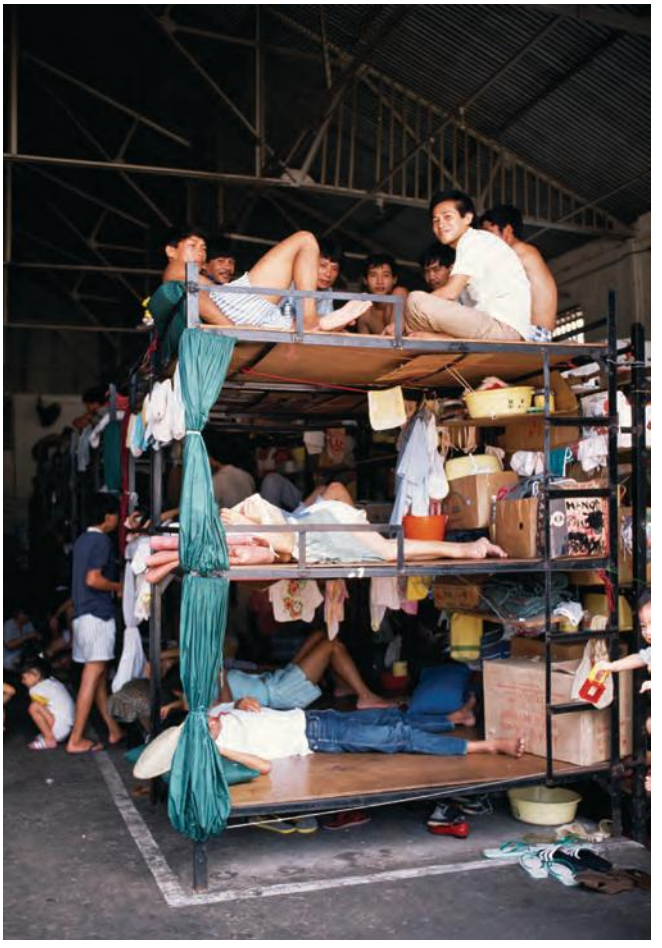
Source 7 This boat containing Vietnamese refugees arrived in Darwin Harbour on 5 October 1981.

The journey to Australia

For most Vietnamese 'boat people', the journey was perilous. After bribing local officials, they took to dangerous seas, often on makeshift boats and rafts. Their main hope was to drift into open sea lanes, and be picked up by a vessel that could take them to a safe destination. Sturdier vessels made it as far as Australia, but many only reached neighbouring countries such as Thailand or Malaysia.

Before leaving Vietnam, families had to sell all their belongings, and any money was usually converted to gold, which was easier to carry. Unfortunately, that made the boats prime targets for pirates, particularly along the coast of Thailand. Pirates became a major risk for potential refugees, and added further danger to a voyage that was already risky due to storms and rough seas.

There are no clear statistics, but estimates suggest 250000 to 500000 refugees perished in their attempts to leave Vietnam. There are graphic accounts by survivors of robbery, rape and murder by Thai pirates. Families sometimes split up before leaving Vietnam in the hope that at least one would survive and reach safety. Those fleeing survived on very little food and water, and with a voyage to Darwin lasting four weeks, many arrived in Australia in an emaciated condition.



Source 8 A refugee camp in Asia for Vietnamese refugees

Refugee camps

The UNHCR recognised the scope of the tragedy that was unfolding and established refugee camps in Malaysia, Singapore, Hong Kong, Thailand, the Philippines and Indonesia to try and process the claims of the fleeing Vietnamese. Their work won the UNHCR the Nobel Peace Prize for 1981. From these camps, refugees were processed and resettled in countries willing to accept them.

The main countries to accept Vietnamese refugees were the United States (823000), Australia and Canada (137000 each), France (96000), Germany (40000), the United Kingdom (19000) and Japan (11000).

15.11 CHECK YOUR LEARNING

Review and understand

1. **Outline** the ways in which the South Vietnamese provided support to the Americans and Australians during the Vietnam War.
2. **Identify** when the first refugees from Vietnam arrived in Australia by boat.
3. **Describe** why it might it be difficult to get accurate historical information on the 're-education' period in Vietnamese history.
4. **Identify** countries in which the UNHCR established camps for the people who were fleeing Vietnam after the war.

Apply and analyse

5. **Compare** the terms 'refugee' and 'asylum seeker', as given in Source 5 and Source 6. Remember, when you compare two things you must talk about how they are similar and how they are different.
6. **Distinguish between** internally displaced persons and stateless people. Remember, when you distinguish between two things you must talk about how they are different.

Evaluate and create

7. **Discuss** why Australia could be seen to have had a moral obligation to accept Vietnamese refugees at the end of the war.

15.12 Significant individuals: the contribution of immigrants to Australia

In this topic, you will:

» Identify significant Vietnamese Australians and their contributions to Australian society.

One of the great benefits of Australia's acceptance of Vietnamese 'boat people' has been the number of outstanding Australians of Vietnamese heritage who have gone on to contribute significantly to Australian life. Two Young Australians of the Year have been Vietnamese refugees, and many Vietnamese Australians have made major contributions to Australian culture.

Tan Le

Tan Le was named Young Australian of the Year in 1998 for her work in the community, as well as her outstanding contributions to telecommunications and business. Born in Vietnam in 1977, she arrived in Australia as a refugee in 1982. By the time she was 18 she was president of the Vietnamese Community of Footscray, finding jobs for Vietnamese Australians. In 2000 she was admitted as a barrister and lawyer, and in 2003 co-founded Emotiv, a neuro-engineering company that developed a breakthrough interface technology for digital media, taking inputs directly from the brain. The interface technology captures and interprets brainwaves and has the potential to utterly transform the way we interact with computers. Le is regarded as a pioneer in the field of brain-computer interface (BCI) technology. In 2010, she gave a Ted Talk – 'A Headset That Reads Your Brainwaves' – which has been viewed over 2.7 million times.

In 2011 Le was named by Forbes Magazine as one of 50 names to watch because of her work on a headset that takes orders directly from the brain. In 2020, she published *The NeuroGeneration*, a book about emerging brain technologies.

Source 9 Tan Le – 1998 Young Australian of the Year, inventor, author and co-founder of Emotiv

Anh Do

Anh Do was born in Vietnam in 1977 and arrived in Australia in 1980 after leaving Vietnam on a fishing boat and reaching a refugee camp in Malaysia. Do chronicled the family's journey from Vietnam to Malaysia, crammed aboard a fishing boat, in his award-winning memoir, *The Happiest Refugee*. *The Happiest Refugee* also details Do's struggles and successes as he has made a life for himself and his family in Australia.

After a degree in business/law, Do decided that life as a stand-up comedian was preferable to the corporate world. He developed a reputation on Sydney's comedy circuit as a witty observer of life as an immigrant. He has made appearances on television shows such as *Dancing with the Stars* and *The Footy Show*. In 2013, Do published the first book in the *WeirDo* series. In 2020, he combined his artistic, comedic and journalistic talents in the popular television series *Anh's Brush with Fame*.

Sequence this!
Events in the lives of significant Australians of Vietnamese heritage

Khoa Do

Khoa Do is Anh Do's brother, and was born in Ho Chi Minh City in 1979. He has a passion for drama, and this was the vehicle he used to reach other Vietnamese youths in Sydney's western suburbs. His first short film, *Delivery Day*, looked at the problems a Vietnamese girl faced in balancing the demands of Australian society. It was nominated for an American Film Institute award in 2001. Do was named Young Australian of the Year in 2005 for showing 'leadership, compassion, a will to inspire and inform Australians on issues that affect our communities'. In 2006, his film *Footy Legends* used his experience of Rugby League as a comedic bridge across cultures, and featured his brother Anh Do in the starring role.

Source 10 Anh Do and Khoa Do

Do has continued to use film to focus on Australian life, and his 2011 film *Falling for Sahara* details the lives of Ethiopian and Somali refugees in Melbourne. In 2017, he directed the short film *The Extraction VR*.

Luke Nguyen

Luke Nguyen was born in 1978 in refugee camp in Thailand after his parents fled from Vietnam by boat, while his mother was pregnant with him. His father was an high-ranking officer in the South Vietnamese army during the Vietnam War. Nguyen and his family were able to migrate to Australia and settled in Sydney. His parents opened a small Vietnamese restaurant and Luke went on to open his first restaurant, Red Lantern, when he was only 23.

A successful chef and restaurant owner, Nguyen is also the host of the popular television series *Luke Nguyen's Vietnam*, where he explores Vietnam and cooks Vietnamese cuisine. In 2013, he was a judge on *MasterChef Vietnam*, and he has appeared as a guest judge on *MasterChef Australia*.

Nguyen is the co-founder of the Little Lantern Foundation in Vietnam. This gives disadvantaged youths the chance to do a hospitality training program in an operating restaurant and bar.

Source 11 Celebrity chef Luke Nguyen

15.12 CHECK YOUR LEARNING

Review and understand

1. **Outline** how each of the four Vietnamese Australians profiled in this topic reached Australia.
2. **Identify** at least two contributions made to Australia by each of these Vietnamese refugees.

Apply and analyse

3. **Suggest** what you think might happen to each of these people if they arrived in Australia in the same way today.

Evaluate and create

4. Watch Khoa Do's film *Footy Legends* (2006). **Discuss** how it helps you to understand the experiences of migrant groups when they come to Australia.
5. An argument sometimes used against immigration is that new arrivals are a burden on the Australian economy. Conduct some research and write a 150-word response to this argument. Use evidence from a range of sources to **justify** your argument.
6. Many other Vietnamese Australians have made significant contributions to Australian life. Research one such individual and **create** a nomination of that person for an award in your local community. Your nomination should include an account of the person's achievements and contributions.

15C RICH TASK

SBS and the *Thoi Su* controversy

Source 15 The SBS logo

A large proportion of Vietnamese Australians are either refugees or are related to the refugees who fled to Australia after the collapse of the South Vietnamese Government in 1975.

Many of them are still haunted by the persecution they endured from the communist government. In October 2003, the Australian multicultural broadcaster Special Broadcasting Service (SBS) began screening a Vietnamese-language news service, *Thoi Su* (which translates as 'current affairs'). The 35-minute bulletin was produced by the Vietnamese state-controlled VTV4.

On 16 October 2003, the *Herald Sun* published an opinion piece by Vietnamese Community in Australia (VCA) National President Trung Doan, who criticised SBS for acting as a mouthpiece for state propaganda from the Vietnamese Government. Over the following two months, thousands of Vietnamese Australians protested outside SBS's offices in Melbourne and Sydney to demand an end to the *Thoi Su* broadcasts. VCA delegations visited the offices of at least 20 members of parliament.

SBS initially resisted the complaints. Appearing before a Senate committee, SBS Managing Director Nigel Milan argued for editorial independence and suggested that VCA and the 'no' campaign did not represent the majority of the Vietnamese community. In December 2003 SBS conceded to pressure and withdrew *Thoi Su* from broadcast.

Source 12

SBS TV's target audience are Vietnamese Australians, the great majority refugees or their reunited relatives. Many were among the one million put into labour camps when Saigon fell, or the millions whose houses and other properties were confiscated by the regime. They do not have to go far to see their former tormentors' faces and propaganda – it's right there, in their home.

> … I have met and heard of scores of non-viewers around Australia who have lost sleep or had nightmarish flashbacks just because they know the program is there.

Extract from Trung Doan, 'Every Day SBS Twists the Knife', *Herald Sun*, 16 October 2003

Source 13

Mr Milan: It is a bit hard to say in terms of individuals because the no campaign is highly organised. There are coupons to cut out on the front of the Vietnamese language newspapers and send in to SBS, whereas the yes campaign is –

Senator Conroy: Are you suggesting that this is like *TV Week* – one person is cutting out 10 coupons and sending them in? Is that what you think is happening?

Mr Milan: Yes. The switchboard identified 23 calls from the same person on one evening. So it is quite an organised campaign. Up until this week, the numbers have been running substantially in favour of the no vote, probably on a 10 to one ratio, but since the demonstration and the issue getting broader community awareness, the yes vote is beginning to increase.

Extract from a meeting of the Senate Environment, Communications, Information Technology and the Arts Legislation Committee, 3 November 2003

Source 14

[SBS Television] really acted very much as a broadcaster, you know: 'We will determine what goes to air based on quality and our charter', and they never really talked directly to people. What the Vietnamese were trying to say was, 'We'd really like to talk before you put something like that on the air!' They're not saying, 'Never, ever put this on, or else!' They were trying to have a conversation with us.

Extract from Olya Booyar, SBS Radio presenter, in Ien Ang, Gay Hawkins and Lamia Dabboussy, *The SBS Story: The Challenge of Cultural Diversity*, UNSW Press, 2008, p. 43

KEY SKILL
Analysing sources

Identifying the origin, context and purpose of primary and secondary sources

While both primary and secondary sources are useful, sources will almost always reflect the perspective of the person who created them, as well as the attitudes and beliefs of the time in which they were created. All sources are affected by the author's own point of view, and in some cases an author may have been paid or forced to write in a particular way or persuaded to ignore certain facts. This is why historians must carefully analyse and evaluate sources. Historians need to identify:

- *origin* – what a source is, where it came from and when
- *context* – what life was like when the source was created
- *purpose* – why the source was created.

Follow these steps to identify the origin, context and purpose of a source:

Step 1 **Identify the origin:** To identify the origin of a source, ask yourself:
- What type of source is it?
- Who wrote, produced or made the source? What do I know about their age, gender, occupation, position in society or religious background?
- When was the source written, produced or made?
- How old is the source?
- Is the source an eyewitness account or was it written by someone at a later date?

Step 2 **Identify the context:** To identify the context of a source, ask yourself:
- What was life like when this source was created?
- What other events may have been happening at the time that might have influenced the author or source?
- What was the political environment like at the time the source was created?
- What sort of common prejudices and social norms existed at the time that may have influenced the author or the source?

Step 3 **Identify the purpose:** To identify the purpose of a source, ask yourself:
- Why was the source written or created?
- Was it designed to entertain, persuade or argue a point of view?
- Does the author have anything to gain personally from the source?
- Does it give a detached, balanced account?
- Were there political reasons for the creation of the source?

For more information on this key skill, refer to page 236 of 'The history toolkit'.

Practise the skill

1. In two or three sentences, **summarise** the *Thoi Su* controversy.
2. **Examine** Sources 12 to 14.
   a. **Determine** whether each source is supportive or critical of the SBS decision to air *Thoi Su*.
   b. Select one piece of evidence from each source that supports the view it is taking.
   c. State who was responsible for each source and **describe** the circumstances in which each source was produced.
3. **Explain** which of the sources you believe to be the most reliable and why.

Extend your understanding

1. The *Thoi Su* controversy spread outside the Vietnamese Australian community and led to arguments within the public at large both for and against its continued broadcast. Freedom of speech issues were part of the controversy. Write a letter to the editor presenting your opinion on the issue. Your argument should take into account the perspectives presented by both sides and should offer a final judgment as to the side you support.

15.13 The changing face of Australia

In this topic, you will:

» explore how migration and multiculturalism have changed Australia.

Australia has always been a culturally diverse continent. Before the continent was colonised by Europeans, it is estimated that there were around 700 Aboriginal cultural groups speaking more than 250 different languages across Australia. There were many different nationalities among the crew and convicts on the First Fleet, which arrived in Sydney Cove in 1788.

The White Australia Policy in the early twentieth century sought to promote a monocultural Australia by restricting entry to non-Europeans. It was relatively successful until the 1960s, but over the second half of the twentieth century, Australia opened up and embraced a diverse society made up of many cultures, backgrounds and traditions.

Multiculturalism at work

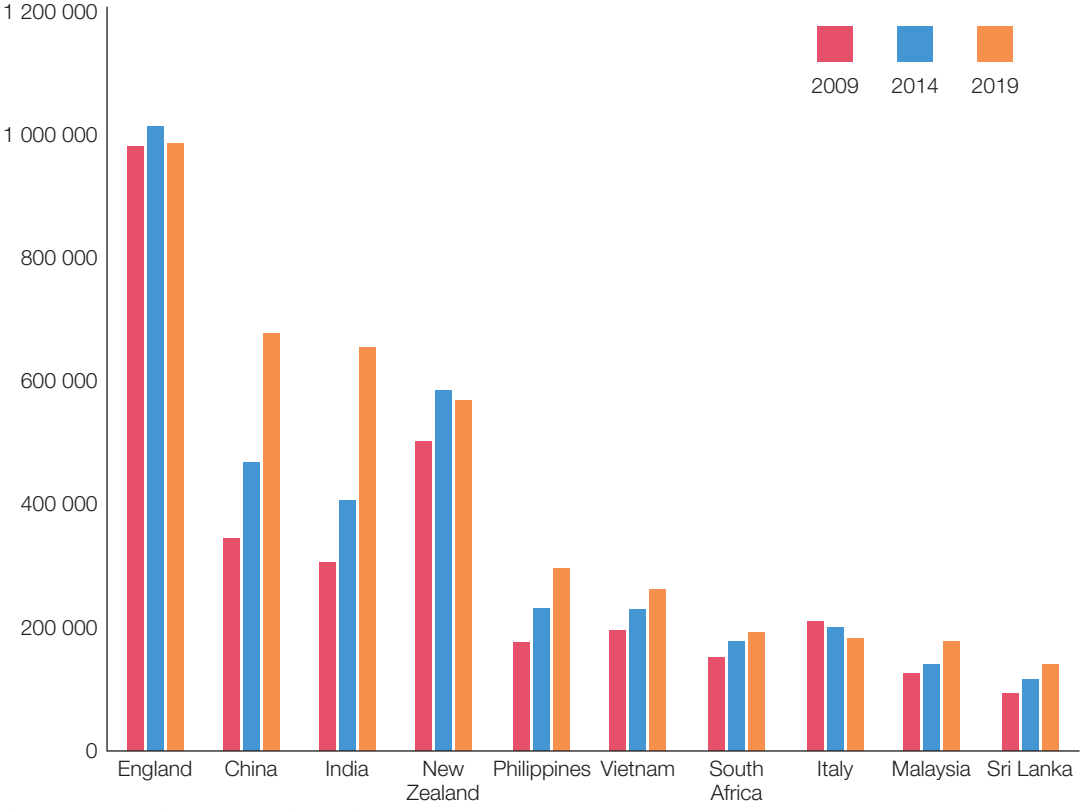
Source 1 shows the origins of people who make up the population of modern Australia. As we have seen, the countries of origin of Australia's migrants have changed continuously since the time of Federation, in response to world events and changes in government policies. For example, in the 1960s around 45 per cent of all immigrants to Australia were born in Britain and Ireland. Although British-born immigrants were still the largest group in 2018, this number had declined to about 18 per cent. In addition to people from Britain, significant numbers of migrants now also come from New Zealand, China, India, Italy, the Middle East and Vietnam to settle in Australia. More recently, the Philippines, parts of Africa, Malaysia and Germany have also become major sources of migrants to Australia. These changes represent a significant departure from previous eras of Australian immigration history.

I used to think, now I think

Reflect on your learning about the countries of origin of Australia's migrants and complete the following sentences.

- I used to think ...
- Now I think ...

What has changed in your understanding?



Source 1 Top 10 countries of birth for Australians born overseas

Source: ABS

As the White Australia Policy was dismantled, other groups of non-European migrants increased. For example, more Vietnamese immigrated to Australia after the Vietnam War, and Chinese and Indian immigrants also began to arrive. After the migration reforms of the twentieth century and the establishment of multiculturalism, refugees from various trouble spots around the world – including Lebanon, Somalia, Sudan, Iran, Iraq and Afghanistan – began to arrive, making Australia their home.

Embracing diversity

In 2011, the ALP government launched a new policy called *The People of Australia: Australia's Multicultural Policy*. The policy was designed to reaffirm the importance of a culturally diverse and socially cohesive nation. As an indication of the changes in Australia since 1945, it was released in 11 different languages: Arabic, Chinese (simplified and traditional scripts), Dinka, French, German, Greek, Hindi, Italian, Spanish and Vietnamese. The geographical and cultural spread of these languages represents the history of Australian postwar immigration.

In a speech at the time, Prime Minister Julia Gillard acknowledged her own immigrant roots. Born in Wales, Gillard came to Australia with her family at the age of five. She was the sixth Australian prime minister to have been born overseas. Tony Abbott was the seventh – he was born in England and his family moved to Australia when he was a young boy.

Source 2 Australian cricketer Usman Khawaja is one of many Australian sporting personalities born overseas.

Source 4 As a young girl, Julia Gillard came to Australia with her family, from Wales

Migration and global relations

Key skill worksheet
Identifying continuity & change: Migration and international relationships

Throughout Australia's history, migration has been closely tied to its relationships with other countries around the world. Its history as a British colony and its maintenance of close political ties with Britain has seen that country retain its position as Australia's dominant source of migrants. In addition, Australia's close historical, political and cultural links to New Zealand, together with its close proximity, has seen a rise in the number of New Zealand immigrants. Furthermore, Australia's historical relationships with countries in the Asian region such as Vietnam and China have also influenced the numbers of migrants choosing to settle here.

The influence of migration on foreign relations has been two-way – close foreign relationships have encouraged certain groups of migrants to travel to Australia, but the arrival of certain migrant groups has had the effect of strengthening ties between the two countries. For example, Australia's close ties with Britain have enabled it to take advantage of its membership of the **Commonwealth of Nations**. This relationship has enabled close links with regard to trade, travel and foreign policy, and has encouraged other cooperation.

Commonwealth of Nations
a group of 54 nations that are, or were previously, ruled or governed by the United Kingdom; the head of the Commonwealth is the Queen of England

The arrival of large numbers of migrants has improved Australia's relations with other countries around the world. The close familial and community bonds between people in Italy, Greece, China and Vietnam and migrant families from those countries in Australia have led to closer trade ties, cultural understanding and international cooperation. Informal estimates quoted by the Department of Foreign Affairs and Trade suggest that Australia's Greek community could be as large as 400 000, with Melbourne often described as the third largest 'Greek city' in the world, after Athens and Thessaloniki.

Source 5 Close familial ties between people in Italy, Greece and other countries with migrants who live in Australia have led to deeper understanding and better international cooperation.

KEY CONCEPT
Significance

The Indian student controversy

Although Australia's international ties have been strengthened through migration, these ties can also result in new challenges. In 2009 the Australian and Indian media published reports of crimes and robberies against Indians living in Australia (particularly in Melbourne and Sydney). Australia has close ties with India and a significant Indian population (2.6 per cent of all Australians). India is also the second largest source of international students for Australian institutions. In 2009 there were more

than 120 000 Indian students enrolled to study in Australia, and in 2019, that number was approximately 140 000. The number dipped slightly in 2020 as a result of travel restrictions due to the coronavirus pandemic.

Although police evidence suggested that a number of crimes may have been racially motivated, a number were also opportunistic. It does not appear that any of the crimes were linked, but the Australian and Indian media reported them all as being racially motivated. This led to an Indian Government investigation into the attacks. The investigation concluded that out of the 152 reported assaults against Indian students in Australia that year, 23 had involved 'racial overtones', though this figure may be higher.

The findings received widespread media coverage and resulted in a strong negative reaction in India against Australia. Possibly as a direct result of these events, there was a 46 per cent drop in Indian students applying to study in Australia. International education is Australia's fourth largest export, so this had some consequences for the Australian Government and for Australian educational institutions. However, the number of Indian students applying to study in Australia has risen steadily since 2013, reaching its peak in 2019.

For more information on this key concept, refer to page 225 of 'The history toolkit'.

Source 6 There were 152 assaults against Indian students reported in Australia in 2009. Of those, it was suggested that 23 had 'racial overtones'.

15.13 CHECK YOUR LEARNING

Review and understand

1 **Identify** the number of different Aboriginal cultural groups estimated to have lived in Australia before European colonisation in 1788.

2 **Explain** the significance of the Indian student controversy of 2009. What effect did the incident have on Australia's Indian student numbers in the short term and the longer term?

Apply and analyse

3 **Analyse** Source 1. What trends can you identify regarding countries of birth for overseas-born Australians? How have these trends changed over time?

Evaluate and create

4 By 2021, seven of Australia's prime ministers had been born overseas and migrated to Australia. Conduct **research** on one of these leaders. Investigate why their family decided to come to Australia, aspects of their migration experience and the contribution that they have made to Australia. Use this material to write a speech that your prime minister could deliver at a citizenship ceremony for new Australians.

15.14 Challenges and positive developments

In this topic, you will:

» consider how Australia institutions have adapted to increasing multiculturalism.

Any migrant attempting to build a new life in an unfamiliar country will inevitably face challenges. Trying to adapt to a new language, culture, laws, values, food and other ways of life can be difficult. But the reverse can also present challenges – the arrival of new or unfamiliar people and customs into another group's culture can lead to misunderstandings, or in some cases suspicion and tension. Multiculturalism aims to embrace these differences, but sometimes community tensions can arise and increase. While some see such tensions as a sign of failure on the part of multicultural policy, others see them as an opportunity to look closely at ourselves and draw strength from our differences.

One event that drew widespread media attention and polarised certain sections of the community took place in the Sydney suburb of Cronulla in 2005.

KEY CONCEPT
Significance

The Cronulla riots

In December 2005, Australia was shocked by a series of riots that erupted in the Sydney beachside suburb of Cronulla.

Conflict broke out on 4 December 2005 as a result of a dispute between a group of young men of 'Middle Eastern appearance' and volunteer lifesavers patrolling Cronulla Beach. The week after this incident saw increasing tensions, partially fuelled by talkback radio programs in Sydney.

A series of texts was widely circulated during the week calling on 'Aussie pride' to come to a 'Leb and wog bashing day' at North Cronulla on Sunday 11 December. A crowd of about 5000 assembled at North Cronulla Beach chanting slogans and wearing clothing with racially offensive messages. A number of people were injured in violent attacks, and beer bottles were smashed as police moved to restore order.

For more information on this key concept, refer to page 225 of 'The history toolkit'.

Quiz me!
A quick quiz on challenges and positive developments

Embracing diversity

After the Cronulla riots, a program called 'On the Same Wave' was established to encourage Muslim people to train as lifesavers. It was run by Surf Life Saving Australia in partnership with Sutherland Council (where Cronulla is located) and the Department of Immigration and Multicultural Affairs. Surf Life Saving Australia has more than 300 clubs and around 115 000 lifesavers for patrol. Lifesavers are an iconic part of Australian beach culture, and this program was designed to make surf lifesaving clubs more inclusive and multicultural.

Young volunteers from the Muslim community were asked to complete a three-month training course in summer before obtaining bronze medallions and commencing patrols. But for Muslim girls, there was barrier. The outfits worn by female lifesavers went against traditional Muslim beliefs about how Muslim women should dress. A local fashion designer – Aheda Zanetti, a Lebanese-born Australian – came up with the 'burqini'. The burqini is a full-length Lycra suit, which is loose enough to fulfil Muslim dress requirements and light enough to enable Muslim lifesavers to swim. It comes with a built-in hijab (headscarf).

Mecca Laalaa is one of the female volunteers who completed her training to qualify as a lifesaver. Like many others, she grew up hanging out at the beach with her friends and wanted to contribute by becoming a lifesaver. She received worldwide attention when she went on patrol in her burqini (see Source 7).

Victoria Police is also actively looking at ways to attract recruits from a range of cultural backgrounds into the force. The state of Victoria is one of Australia's most multicultural, and Victoria Police is keen for its recruits to reflect the mix of groups in the community. In 2011, the first officer of the Sikh faith – Constable Amitoj Singh – was inducted into Victoria Police. Constable Singh wears a newly designed police-issue turban, featuring the service's checkerboard pattern (see Source 8).

Source 7 Mecca Laalaa wearing a 'burqini'

Source 8 Constable Singh in his police-issue turban

Multicultural broadcasting

Most Australian media outlets have made commitments to reflect the diversity of the Australian population in their programming, including the ABC. In 2020 the ABC stated its 'commitment to diversity and Indigenous strategy'.

Since its launch, SBS has provided news programs and other shows in many different languages, as well as special interest programs, including sports telecasts, for cultural minority groups. SBS now broadcasts in more languages than any other broadcaster in the world: over 68 on radio, over 60 on television, and over 50 online. SBS is another channel that aims to reflect Australia's multicultural society.

15.14 CHECK YOUR LEARNING

Review and understand

1. **Identify** the program that started after the Cronulla riots to promote multiculturalism on the beach. What was the goal of this program?
2. **Describe** how Victoria Police is attempting to ensure its police force is representative of multicultural Australia.

Apply and analyse

3. In what ways does today's media reflect Australia's increasing multiculturalism? Provide an example to **justify** your answer.
4. Conduct further research into the Cronulla riots, including the lead-up to the conflict, what actually happened and the aftermath. Then write a 250-word newspaper report on the riots. Include in your report the role of the media in what happened. **To what extent** do you believe technology played a role in escalating the tensions?

15D RICH TASK

Quizlet
Revise the key terms you have learnt so far.

Big Australia

Australia has undergone tremendous change since the Chifley government announced its 'populate or perish' immigration policy at the end of World War II. Our population has grown from less than 8 million in 1947 to nearly 26 million in 2021.

Australia has relied on a natural population increase as well as an influx of younger skilled migrants to help replace the ageing workforce. However, Australian governments have not always agreed on how high immigration rates should be.

In 2009, Prime Minister Kevin Rudd stated his support for high immigration and population growth, and used the term 'Big Australia' to describe the policies needed to respond to it. In 2021, Treasury forecasts showed that Australia's population was likely to increase to more than 38 million by 2060–61. Much of this growth was expected to come from high rates of immigration.

In March 2021, former Prime Minister Rudd again advocated for the need to increase Australia's population through immigration, arguing that a larger (and younger) population is essential, due to the loss of productivity from Australia's ageing population.

Source 9

One in two exporters are born overseas, two thirds of our entrepreneurs, one in four Australians. Just look at a city skyline and you see Westfield, Myer, Bing Lee. Everyone who's come here has been a migrant who's created great jobs for everyone.

Extract from an interview with University of New South Wales economist Tim Harcourt on ABC Radio National's *Mongrel Nation* program, 4 August 2013

Source 10

Australia is being transformed. We are losing core elements of what was once shared. Almost all could once aspire to a house and land – living in garden city settings different only in scale from their better-off counterparts, and sharing a common language, sporting culture, and heritage.

Once we go down the high-migration pathway, there may be no going back.

Extract from sociologist Bob Birrell, 'The Risks of High Migration', *Policy*, Autumn 2010

Source 11

[Dry Liberal says: 03:32pm | 28/09/12]

We ought to be proud our Country is growing healthily like it is! What these negative-nellie chicken-little dooms-day shrieksters inexplicably fail to understand is that every new addition to our population adds net potential to our wealth and power…

Online comment responding to an article titled 'We're Hurtling Down the Track to a Big Australia'

KEY SKILL
Communicating & reflecting

Writing historical discussions that use evidence from a range of sources

Historical discussions present different opinions about particular historical questions or issues. They consider evidence from a range of sources, and outline different possible interpretations of that evidence (see Source 12). This involves considering not only various primary sources, but also the ideas of other historians – presented in secondary sources. Historical discussions usually conclude with the writer's own point of view, although sometimes the question may remain open. All sources that you use in a written historical discussion must be referenced. To do this, follow the steps below.

Step 1 In your writing, mention where information is coming from. Some examples of how you can do this include:

- 'According to the economist Tim Harcourt …'
- 'The depiction of migrants from non-English-speaking backgrounds in the article 'The Risks of High Migration' shows that …'

Step 2 In your writing, you also need to include all the sources you have referred to in your discussion in a bibliography. When citing a book in a bibliography, include the following information, in this order: author surname(s) and initial(s), year of publication, title of book (in italics), edition (if relevant), publisher, place of publication and page number(s).

When citing an online source in a bibliography, include the following information, if it is available: author surname(s) and initial(s) or organisation name, year of publication or date of webpage (last update), title of document (article) enclosed in quotation marks, organisation name (if different from above), date you accessed the site, URL or web address enclosed in angle brackets.

For more information on this key skill, refer to page 244 of 'The history toolkit'.

Source 12 Summary of the structure of a written discussion

Introduction	• Introduces the topic, question or issue • Outlines why the topic, question or issue is important • Indicates controversies relating to the topic
Main body	• Paragraphs outline different arguments or opinions about the topic, question or issue • Each argument or opinion presented should refer to evidence that supports it • The last paragraph should contain the strongest points
Conclusion	• Sums up the issue and gives the writer's opinion

Practise the skill

1 Write a 500-word essay in response to the question: '**To what extent** have Australia's political leaders supported the idea of a "Big Australia" since the end of World War II?'

Your essay should examine the history of arguments for and against high immigration and population policies in Australia. Some points to consider are:

- You will need to conduct your own research to locate a range of sources of information that provide evidence about other factors, events and attitudes that contribute to the debate.
- You could conduct some interviews to gain contemporary views on the issue. Reference these as follows: Jackson Tom (age 57), interviewed at … on …
- Make sure you include a bibliography that references all your sources, using the conventions outlined above.

Extend your understanding

1 **Compare** the views put forward in Sources 9, 10 and 11. Present your findings in the form of a table, like this one.

Source	View on a Big Australia	Two pieces of evidence from source
9		
10		
11		

2 Which source do you believe best argues for and supports its view? **Explain** why.

15 CHAPTER REVIEW

Review questions

15A How have world events influenced migration to Australia since World War II?

1 **Evaluate** the influence of postwar European migrants on Australia.

(Total: 10 marks)

15B How have government policies influenced migration to Australia since World War II?

1 **Describe** the attitude of Australian governments to non-European immigration in the late 1940s. (2 marks)

2 **Outline** the ways in which Australian government policies on immigration changed between 1967 and 1973. (2 marks)

3 **Propose** what might account for the changes in government policy in relation to immigration that occurred in the second half of the twentieth century. (6 marks)

(Total: 10 marks)

15C How did the Vietnam War affect migration to Australia?

1 **Evaluate** the impact of Vietnamese immigrants on Australian society in the late twentieth and early twenty-first centuries. Support your answer with specific examples. (Total: 10 marks)

15D How has migration shaped Australia's identity and global relationships?

1 **Identify** two immigrant groups and state a contribution of each to Australia's economy and society. (2 marks)

2 **Explain** what is meant by multiculturalism. How successful has it been over the past four decades? (3 marks)

3 **Compare** Australia's ethnic and cultural mix in the 1940s and the 2020s. (5 marks)

(Total: 10 marks)

Source 13 Protesters march through the streets of Bendigo in 2015.

Review activity

Read the text below, and answer the questions that follow.

The Bendigo mosque controversy

In 2014, a group of Muslims in the city of Bendigo in Victoria applied for a permit to construct a mosque. While it is now known that the majority of people in Bendigo and surrounding areas supported the proposal, at the time (in 2014 and 2015) there were vocal and even violent protests against it. In 2019, after five years of council deliberations, protests and a High Court challenge, permission was granted for construction of the mosque to go ahead.

Source 14

Muslims currently have over 370 mosques in Australia which, per capita is more than six times the number of Buddhist and Hindu temples. This could well be because the mosque is intended as a beachhead [attack launch point] for Islam, a place to plan Jihad [a fight to spread Islam] and to implement Sharia [Islamic] law.

Extract from Bret Harte, 'Battle for Bendigo Mosque', *Australian Morning Mail* (a conservative newspaper), 9 November 2014

Source 15

The city's federal MP, Lisa Chesters, laments how the mosque saga dented Bendigo's pride as it became an 'unfortunate backdrop' to right-wing extremism ... 'People were quite embarrassed to say that they lived in Bendigo,' she says. 'Economically it hurt us, because every time they had a protest our town would go into lockdown and our traders would lose a lot of business.'

Chesters recalls instances of 'hideous' fake news [about Muslims] being spread on social media at the height of the controversy.

Extract from Lisa Martin, 'A blessing in disguise? Bendigo at peace with its mosque after years of far-right protest', *The Guardian*, 30 July 2019

Source 16

It's been difficult at times and there's no shying away from that ... But with all the approvals in place ... I think that sense of goodwill having won out over some pretty dark views [means] we're in a pretty good place and we should be very proud.

Extract from Daniel Andrews, Victorian Premier, in Larissa Romensky and Natalie Kerr, 'Bendigo mosque construction begins as Premier Daniel Andrews turns first sod', *ABC News*, 26 July 2019

Source 17

When people see the news each night, terrorism, a lot of it is coming from the Middle East. Muslims are involved. I guess they're fearful that, will it happen here in Bendigo?

Bendigo resident, quoted in Matt Dooley, 'Mosque or no mosque: Bendigo residents speak', *SBS Two*, 13 October 2015

1 Identify the points made in Sources 14 to 17 that suggest a negative attitude towards the building of the mosque. **Justify** your view with at least two quotes. (6 marks)

2 **Determine** which piece of evidence, from Sources 14 to 17, best shows that those in favour of the mosque outnumbered those who opposed it. Why? (4 marks)

3 Explain in more detail the point that the Bendigo resident is making in Source 17. **Evaluate** whether the resident is for or against the mosque. (10 marks)

(Total: 20 marks)

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CHAPTER 16

Political crisis: The Vietnam War

The Vietnam War erupted as tensions over the conflicting political ideals of communism and capitalism reached their peak. The global political crisis surrounding the Vietnam War would lead Australia to become involved in one of its longest military commitments, stretching from 1962 until 1973. The political impact of this war was felt not just in Vietnam, where the fighting took place, but all over the world. For those who experienced the war and its aftermath, the effects can still be felt today.

Differing views on Australia's involvement in the Vietnam War divided families and communities, and many expressed their opposition through mass anti-war rallies and marches.

Two legacies of the Vietnam War were Australia's recognition of its place in Asia and its need to foster closer relationships with its Asian neighbours.

Source 1 Members of the 7th Battalion of the Royal Australian Regiment wait to be picked up by American helicopters near Lang Phuoc Hair, Vietnam, 26 August 1967. Australia and the United States were allies during the Vietnam War.

16A

Why did Australia become involved in the Vietnam War between 1965 and 1973?

16B

What was the nature of Australia's involvement in the Vietnam War?

16C

How was Australia changed as a result of involvement in the Vietnam War?

16.1 Australia in the Vietnam War era: a timeline

Sequence this!
Australia in the Vietnam War era

Australian soldiers boarding a troop carrier at Garden Island, Sydney, prior to their departure for Vietnam (AWM CUN/68/0129/EC)

1945
An independent communist republic is proclaimed in Vietnam. Only three weeks later it is terminated and the French return as colonial overlords.

Chinese Communist leader Mao Zedong in 1949

1954
The French withdraw from Vietnam and the country is divided at the 17th parallel. The SEATO Alliance is formed. The Soviet official Vladimir Petrov defects to Australia.

1949
China adopts a communist government under Mao Zedong.

1962
The Australian Government sends advisers to assist the Government of South Vietnam.

1940 — 1950 — 1960

1945
The Cold War begins, as World War II allies the United States and the Soviet Union compete for political domination.

1951
The ANZUS Treaty is signed by Australia, New Zealand and the United States.

1950
The Korean War begins, and continues until 1953. The Malayan Emergency begins, and continues until 1960. The Menzies government attempts to ban the Communist Party of Australia.

1963
The Indonesian Confrontation begins, and continues until 1966.

Source 1 A timeline of some key events and developments in the Vietnam War era

16.1 CHECK YOUR LEARNING

Review and understand

1 **Identify** when the number of Australian soldiers in Vietnam reached its peak.

Apply and analyse

2 Look at the points on the timeline up to 1965. **Determine** (decide) what these points have in common that suggests a motivation for Australia's entry into the Vietnam War.

Evaluate and create

3 **Evaluate** how important Australia's geographical position was in explaining many of the events on this timeline.

Protesters at a Vietnam moratorium march, Sydney, April 1972

1965
The first US ground forces arrive in Vietnam in March. Australia's first combat troops arrive in May. An intensive bombing campaign – 'Operation Rolling Thunder' – begins.

1969
The number of Australian personnel in Vietnam reaches a peak level of over 8300 troops and support personnel.

1970
In April, the government announces Australian forces will be reduced. In May, the first Vietnam moratorium march takes place in Melbourne.

1973
In January, a ceasefire agreement ends the Vietnam War. In November, the last Australian personnel leave Vietnam following the withdrawal of combat troops in December the year before.

1970 — 1980

1964
The National Service Scheme commences under the Menzies government.

1966
On 18 August, Australian troops defeat North Vietnamese army units in the Battle of Long Tan. In November, conscientious objector Bill White is arrested.

1972
Conscription ends in Australia under the Whitlam government.

1975
Saigon falls to North Vietnamese forces and Vietnam is unified under a communist government. South Vietnamese refugees fleeing the country start arriving in Australia.

A commemorative service on the site of the Battle of Long Tan (AWM EKN/69/0081/VN)

South Vietnamese flee the country and become refugees after Vietnam's unification in 1975.

16.2 French Indochina

In this topic, you will:

- understand the legacy of French colonisation in Indochina
- explore events in Vietnam in the lead-up to the Vietnam War.

Vietnam, Laos and Cambodia were gradually **colonised** by France in the late nineteenth century, and by 1898, the area was known as French Indochina. The colonies provided France with a steady supply of rubber, coal, silk and rice. However, the rights and wellbeing of the Indochinese people suffered under the French.

The French legacy

The influence of the French undermined the social system of Vietnam. Large plantations replaced peasant farms, and many former peasants were forced to work in dangerous and unhealthy factories and mines. The French promoted the Catholic religion over the local beliefs of Buddhism and Confucianism. They also encouraged Chinese people to take over merchant and shopkeeper roles from the Vietnamese people in the towns and cities.

However, some people believe the French made some positive contributions to Vietnam. These included the development of **infrastructure**, a European education system and European-style medical care. Unfortunately, access to these modern developments was denied to most Vietnamese people.

colonised
when a country or territory is taken control of for financial, political or military gain

infrastructure
the facilities and services necessary for any community, city or country to function (e.g. buildings, electricity, roads, airports and water supply)

Source 2 The Capture of Nam Dinh in 1883 was one of the earliest of the conflicts that helped the French take control of Tonkin (northern Vietnam). The French colonised Vietnam as part of Indochina from the late nineteenth century up until 1954.

Ho Chi Minh

Ho Chi Minh (see Source 3) is seen by many as Vietnam's greatest national hero. Born in 1890, Ho was from a middle-class family and was educated in French schools in Vietnam. In 1917, he went to Paris to continue his studies. Here, Ho learnt about **nationalist** and **communist** ideas. By the time he returned to Vietnam in 1941, he had developed a plan for Vietnam's independence. During World War II, Ho founded the Vietnamese Independence League, or Viet Minh. This communist group organised the resistance against French colonisation and Japanese occupation.

Source 3 Ho Chi Minh

World War II

Following the German occupation of France in May 1940, the French position in Vietnam was weakened. In the same month, the Japanese invaded Vietnam, wanting to use its rich natural resources for their war effort. Throughout the Japanese occupation, the Viet Minh used its members to perform organised military attacks, or **guerrilla** warfare, on the Japanese to undermine their control and assist the **Allied Powers** to defeat Japan in the Pacific War.

The fight against the Japanese also made the Viet Minh more and more popular among the Vietnamese people. By 1945, the Viet Minh was strong in the north and was gaining increasing support in the south. When the war ended in August 1945, Ho Chi Minh believed that the United States, Britain and France would support Vietnamese independence. After all, the Vietnamese people had helped them to win a war against Japanese oppression. On 2 September 1945, Ho declared the Independent Republic of Vietnam.

Unfortunately, this declaration came at the beginning of the **Cold War**, a period of political crisis between the United States and the Soviet Union. Neither side fought each other directly, but there was extreme tension over their conflicting political ideals, specifically communism and **capitalism** (see Source 4).

Source 4 A comparison of the key features of capitalist and communist economic systems

	Capitalism	Communism
Government control	The government should not interfere in the economy any more than necessary.	The government should control the economy for the benefit of all citizens.
Competition	Competition is healthy and encourages individuals to be the best that they can be.	Competition puts people against each other. All should work together for the common good.
Profit	Profits are a fair reward for owners of business. Different wages and salaries for different jobs are fair and encourage people to aim higher.	Profits kept in the hands of just a few represents the exploitation of workers.

Fear of communism among the Western powers was strong. As the Vietnamese nationalists at this time were also often communist, the Western powers felt their republic could not continue without threatening Western political stability. Just three weeks after Vietnam's declaration of independence, French forces, with the support of the United States, returned to Vietnam to re-establish control.

nationalist
relating to a sense of pride in and love of, one's country; also the idea that one nation's culture and interests are superior to those of another nation

communist
based on the principles of communism; a way of organising a society in which the means of production (e.g. factories, farms and machinery) are publicly owned (by the state) and goods are distributed equally according to need

guerrilla
an unconventional method of warfare involving an unseen enemy, surprise and ambush tactics

Allied Powers
the coalition of countries in opposition to the Axis Powers in the World War II; they included Britain, the Commonwealth and France, which were joined by the United States and the Soviet Union in 1941

Cold War
the state of political conflict and hostility that existed between the Soviet Union (and its allies) and the United States (and its allies) from 1945 to 1990; it was characterised by threats, propaganda and public competition

capitalism
a way of organising a society in which investment in, and ownership of, the means of production (e.g. factories, farms and machinery) are privately owned by individuals or corporations and run to generate profits

VIETNAM, 1954

Source 5 Vietnam was officially separated from Indochina at peace talks in 1954.

For eight years, what became known as the First Indochina War was fought between the French and the Viet Minh. By 1952, Vietnam had become divided. The Viet Minh had control of the north, and the French had set up a rival government in the south under the Vietnamese Emperor Bao Dai. The French fought a traditional war, but were no match for the guerrilla tactics of the Viet Minh. This war ended with the defeat and humiliation of the French at the Battle of Dien Bien Phu in May 1954. For the second time in nine years, the Vietnamese people declared their independence.

The partition of Vietnam

In July 1954, at peace talks in Geneva, Switzerland, Vietnam was officially separated from Indochina, and given its own borders. The north and south agreed to hold elections to form one government that would reunify Vietnam. However, once again the plans for a united and independent Vietnam were crushed. The elections were never held. The idea was opposed by the United States, as it feared a victory by the communists, led by Ho Chi Minh. The country remained divided and the conflict continued.

KEY CONCEPT
Significance

Naming the Vietnam War

Today in Australia and the United States, the 1955–75 conflict in Vietnam is called the Vietnam War. In Vietnam, it is known as the American War, or the Resistance War Against America. Historians often refer to it as the Second Indochina War (the First Indochina War being the conflict in Vietnam from 1946 to 1954 between France, the colonial ruler of Vietnam, and the nationalist communist forces within Vietnam; in Vietnam, this conflict was called the Anti-French Resistance War). The term 'Indochina' refers to the region covering Vietnam, Cambodia and Laos. Indochina references the cultural influences of India and China in this region. Today, this region is referred to as being part of South-East Asia.

For more information on this key concept, refer to page 225 of 'The history toolkit'.

Sequence this!
French Indochina

16.2 CHECK YOUR LEARNING

Review and understand

1 **Identify** the two occasions on which the Vietnamese people had reason to believe they had gained independence.

Apply and analyse

2 **Examine** Source 5. Explain why you think Vietnam was divided at the 17th parallel (circle of latitude) and not at some other place.

3 Reflect on the fact that Ho Chi Minh was not educated in Indochina. **Suggest** some conclusions you can draw from this fact.

Evaluate and create

4 **Construct** a diagram that shows the negative and positive consequences of French colonisation for the Vietnamese people. You may include consequences not mentioned in this topic.

5 Conduct some further **research** into the Battle of Dien Bien Phu and explain why the Vietnamese forces were so successful (pay close attention to their guerrilla tactics).

16.3 Fear of communism in Australia

In this topic, you will:

» explore the factors that contributed to a fear of communism in Australia in the 1950s and 1960s.

The rapid spread of communism after World War II was the backdrop to many of the tensions and conflicts of the 1950s and 1960s. It was an important factor in Australia's decision to become involved in the Vietnam War. Communism was seen as a threat to the Australian way of life, with the potential to destabilise the whole country and region.

The spread of communism in Asia

domino theory
the theory put forward by US President Dwight D. Eisenhower that if one nation in South-East Asia adopted communism, others would follow – just like a row of dominoes topple once the first one is pushed over

After World War II, the focus of Australia's foreign policy shifted. Despite a continued connection to Europe, there was an increasing awareness of Asia. The establishment of the People's Republic of China in 1949 and communist regimes in Korea, Malaya (Malaysia) and Vietnam were thought to pose a real threat to Australia.

These fears led to the **domino theory**. This theory was readily accepted by many Australians because of what had happened in World War II. They had witnessed the Japanese 'island hopping' through China, Indochina, Malaya, Indonesia and to Australia's northern shores between 1940 and 1942. If the Japanese could achieve this within a few years, then many assumed that Chinese communists would be able to do the same.

Worksheet
'Forward defence' and the 'domino theory'

Australian responses to the threat of communism

The Australian Government's response to the domino theory was 'forward defence'. This meant that it would send troops into conflicts, to meet any possible communist threat before it came too close to Australian shores. This strategy was followed by Prime Minister Robert Menzies' government in its decisions to send forces to the conflicts in Korea (1950–53) and Malaya (1950–60).

Prime Minister Ben Chifley's government had established the Australian Security Intelligence Organisation (ASIO) in 1949. Its main purpose was to watch and report on people who were suspected of being communists.

The Australian Government also attempted to ban the Communist Party of Australia (CPA). The party had been formed in Australia in the 1920s, but it had never been very popular. By the early 1950s, it had fewer than 7000 members. Nevertheless, many people still believed the CPA was a real threat that might take over Australia.

ASIA: COMMUNISM AFTER WORLD WAR II

Source 6 Source: Oxford University Press

Source 7 'All I want is the power to deal with these Reds!'; this cartoon of Robert Menzies by Ambrose Dyson was published in *The Guardian* on 2 August 1951. ('Reds' was a term used to describe communists.)

In April 1950, the Australian Parliament, under the leadership of Menzies, passed the *Communist Party Dissolution Act*, to outlaw the CPA. When the Act was declared unconstitutional by the High Court of Australia, Menzies introduced a referendum for everyone in Australia to vote on the issue. His proposal was defeated by a narrow margin. While many Australians opposed and feared communism, they were also uncomfortable with the idea of banning a political party or limiting the freedom to hold an opinion.

The Petrov case

In 1954, fear of communism was again brought to public attention by the Petrov case. Vladimir Petrov was an official at the Soviet Embassy in Australia. He defected (changed his allegiance to Australia) and asked to stay here, saying that in return he could provide the Australian Government with information about a Soviet spy ring.

The news that Soviet agents had been spying on Australia raised anxiety about communism to an extreme level. The Petrov defection came on the eve of a federal election – an election that the Menzies Liberal government had been tipped to lose. Menzies campaigned on the claim that his government could deal with the communist threat more effectively than the Labor Party. The Menzies government won a resounding victory.

When Petrov defected, Soviet officials swooped on his wife Evdokia and placed her on a plane to Moscow. However, the plane had to stop in Darwin for refuelling, and ASIO officials took the opportunity to seize her. The case attracted enormous publicity. It helped to create a climate in which any action seemed acceptable if it was designed to combat communism.

Source 8 Vladimir Petrov's wife, Evdokia, being escorted to a waiting plane to Moscow by Soviet officials; she was later seized by ASIO and remained in Australia.

Sequence this!
Fear of communism in Australia

See, think, wonder *
Look at Source 8.
- What do you see?
- What do you think?
- What do you wonder?

16.3 CHECK YOUR LEARNING

Review and understand

1. **Identify** the countries where Australian forces fought in conflicts in the 1950s.
2. **List** all the factors that contributed to a fear of communism in Australia in the 1950s and 1960s. Which factor do you believe was the most important, and why?
3. Briefly **explain** the domino theory.
4. **Summarise** the Australian Government's response to the domino theory.

Apply and analyse

5. **Examine** Source 7. Explain the point the cartoon is making about Menzies and the people who opposed banning the CPA.

Evaluate and create

6. **Research** the lives of Vladimir and Evdokia Petrov, and write a newspaper article on their experience as Soviet defectors.

16.4 Australia's initial involvement in the Vietnam War

In this topic, you will:

» explore Australia's initial commitment to Vietnam during the Vietnam War.

Following the division of Vietnam in 1954 (see topic 16.2), two separate governments were established. The South was officially democratic and became the Republic of Vietnam, under the presidency of Ngo Dinh Diem. The communist North became the Democratic Republic of Vietnam under the presidency of Ho Chi Minh. The subsequent war over whether Vietnam should be communist or democratic was to continue for over 20 years.

With the widespread fear of communism in Asia, it is not surprising that the Australian Government was eventually to become involved in the conflict in Vietnam.

Australia's alliances

After World War II, Australia joined two alliances that would have a major influence on foreign policy decisions during the 1950s and 1960s.

The first was the ANZUS **Treaty**, which was signed by Australia, New Zealand and the United States in 1951. ANZUS was a military alliance between the three countries, formed in response to China becoming a communist republic.

treaty
a formal document, signed by nations or international organisations, that legally requires them to follow the conditions set out in the document (also known as a convention, protocol or covenant)

It had been a long-held desire of Australia to formalise an alliance with the United States. Nevertheless, some people questioned the fact that Australia had entered a defence alliance that did not include Britain, its closest historical ally. Furthermore, because the United States was by far the most powerful of the three countries, Australia felt a certain obligation to comply with US policy in the region.

Think, pair, share *

- Think about what the ANZUS logo (Source 9) is supposed to symbolise.
- Discuss your ideas with a partner.
- Share your thoughts with the class.

In 1954, Australia also became part of SEATO, the Southeast Asian Treaty Organization. Like ANZUS, SEATO was formed because of the fear of communism; however, it was much bigger. The United States, Britain, France, Pakistan, the Philippines and New Zealand joined Australia in pledging to support each other to resist the spread of communism in South-East Asia.

Australia was also a founding member of the **United Nations** (UN). During the Cold War period, the UN initiated several peacekeeping missions and military operations to resolve conflicts. The first example of the UN's use of military intervention was in the Korean War (1950–53).

United Nations
an international organisation established at the end of World War II to increase political and economic cooperation among its member countries, to promote peace and to prevent the future outbreak of armed conflicts around the world

Source 9 The ANZUS logo

Australia's initial commitment to South Vietnam

By 1962, the United States had approximately 11 000 advisers based in South Vietnam. Officially, they were not there to take part in combat, but to help train the army of South Vietnam to fight against the North. A further role taken on by the United States was to help win over the 'hearts and minds' of the South Vietnamese villagers and encourage them to be loyal to the Government of South Vietnam. The United States did this by providing civilian aid, such as medical help and construction work.

Quiz me!
A quick quiz on Australia's initial involvement in the Vietnam War

In July 1962, in response to requests for assistance from President Diem and because of treaty obligations with the United States, the Australian Government agreed to send 30 advisers to South Vietnam. These advisers made up the Australian Army Training Team Vietnam (AATTV), also known simple as 'the Team'. Their duties were to provide security and military assistance to help the Government of South Vietnam fight against communism. However, they were under strict instructions to not attend any military operations run by the Vietnamese forces they were training.

16.4 CHECK YOUR LEARNING

Review and understand

1. **List** the names of the two Vietnamese republics and their leaders after the partition in 1954.
2. **Identify** the countries with which Australia formed alliances during the early 1950s.

Apply and analyse

3. US and Australian personnel sent into Vietnam in 1962 had two main roles. Explain each role and **propose** which role you think was seen as more important.

Evaluate and create

4. **Research** the 'hearts and minds' strategy used by the United States in South Vietnam. Construct a table, like the one below, evaluating the benefits and difficulties of providing civilian aid during the Vietnam War.

Benefits associated with 'hearts and minds'	Difficulties associated with 'hearts and minds'

Source 10 The first Australian army personnel arrive in Saigon, capital of South Vietnam, in August 1962.

16.5 Commitment of ground troops to the Vietnam War

In this topic, you will:

» explore what influenced the Australian Government's decision to commit troops to the Vietnam War.

For three years after 1962, Australia maintained a small, advisory force in Vietnam. By early 1965, however, it was obvious that the advisers were unable to make much of a difference in the fight against communism. A series of events in the United States and in Australia led to the commitment of ground troops – and the role of both countries changed from an advisory role to an active military one.

The US decision to send troops to Vietnam

On 2 August 1964, in what became known as the 'Gulf of Tonkin incident', the American destroyer *USS Maddox* claimed it was attacked off the coast of North Vietnam, in the Gulf of Tonkin, by three North Vietnamese navy boats. There were no American casualties, and the *Maddox* was almost unscathed; but in retaliation, the *Maddox* attacked the North Vietnamese boats, damaging two and sinking the third.

The United States saw the attack on the *Maddox* – and one other, still more contentious 'attack' that was alleged to have taken place on 4 August 1964 – as acts of aggression, and decided to become more involved in Vietnam. The US Congress (parliament) passed a resolution on 7 August 1964 allowing the American air force to begin bombing North Vietnam. Soon afterwards, the decision was made to commit two battalions of ground troops to fight on Vietnamese soil. They landed in Vietnam in March 1965.

I used to think, now I think

Reflect on your learning about the US decision to become more militarily involved in Vietnam and complete the following sentences.

- I used to think ...
- Now I think ...

What has changed in your understanding?

Australia's decision to send troops to Vietnam

Less than two months later, on 29 April 1965, Australian Prime Minister Robert Menzies announced that Australia would follow the United States and commit one infantry battalion to South Vietnam. This decision was influenced by a number of situations within Australia and in the Asia–Pacific region. Among these were:

- general fears about communism and the speed with which it was spreading
- particular fears about the threat of communism spreading down through South-East Asia to Australia; that is, the domino theory
- the Indonesian 'Confrontation' with Malaysia in 1963 – a conflict over the control of the former British colonies of Sabah and Sarawak, which heightened fears of a communist takeover in Australia's nearest neighbour, Indonesia
- Australia's obligations as a member of the UN, ANZUS and SEATO.

The Menzies government also maintained that its decision to commit troops was in response to a request from the Government of South Vietnam (see Source 12). It has since emerged, however, that this was only partly true. The decision to send troops to Vietnam without being invited to do so had the potential to create diplomatic and media problems for Menzies; therefore, his government had asked the South Vietnamese Government to make the request.

Source 11 Jungle in Vietnam

Source 12

The Australian Government is now in receipt of a request from the Government of South Vietnam for further military assistance. We have decided – and this has been done after close consultation with the Government of the United States – to provide an infantry battalion for service in South Vietnam …

We have not, of course, come to this decision without the closest attention to the question of defence priorities. We do not, and must not, overlook the point that our alliances, as well as providing guarantees and assurances for our security, make demands upon us …

Assessing all this, it is our judgment that our decision to commit a battalion in South Vietnam represents the most useful additional contribution which we can make to the defence of the region at this time. The takeover of South Vietnam would be a direct military threat to Australia and all the countries of South and South-East Asia. It must be seen as a thrust by China between the Pacific and Indian oceans.

Extract from Prime Minister Robert Menzies' announcement in the House of Representatives that 800 men of the 1st Battalion of the Royal Australian Regiment would be sent to Vietnam, 29 April 1965; the troops arrived in Vietnam in June 1965

Analyse this!
Robert Menzies' announcement

A poll conducted in September 1965 showed that 56 per cent of Australians supported sending troops to Vietnam and 16 per cent were undecided. Only 28 per cent were directly opposed to Australia's involvement. Although the majority of people supported the war in 1965, there was already a small but determined opposition that was to grow steadily over the next seven years.

Source 13 Australian soldiers in Vietnam

16.5 CHECK YOUR LEARNING

Review and understand

1 **Outline** the official role of the US and Australian forces based in Vietnam between 1962 and 1965.

2 **Identify** the incident that prompted the United States to become more militarily involved in Vietnam.

Apply and analyse

3 We now know that Prime Minister Robert Menzies was not telling the full story when he announced that he had received an invitation to send troops to Vietnam. **Determine** (decide) whether Menzies' actions were justified.

Evaluate and create

4 **Create** a circular flow chart showing the process of events that led from the end of World War II to the arrival of Australian ground troops in Vietnam. You may also consult the timeline and earlier topics in this chapter. Your flow chart should have the words 'Fear of communism' as its centre.

16.6 Conscription

In this topic, you will:

- explore the history of conscription in Australian history
- understand opposition to conscription during the Vietnam War.

conscription
the compulsory recruitment of people to serve in the armed forces, often during times of war

Controversy about Australia's role in the Vietnam War was heightened by the issue of **conscription**. People who were conscripted had no choice but to go to war, and conscription for 20-year-old men – chosen by ballot – was introduced in November 1964. Initially, it was not expected that Australian conscripts would be sent overseas, but this changed in 1965.

Throughout the Vietnam War, conscription was to cause bitterness, division and protest.

History of conscription in Australia

Australia had traditionally resisted sending conscripts into overseas wars. During World War I, the nation was bitterly divided on the issue of conscription, and two referendums on the matter were defeated.

In World War II, when Australia was under threat from Japan and required more troops overseas, Prime Minister John Curtin announced that the nation's borders would be extended to include Australia's overseas territories, such as New Guinea. This meant that conscripts could be sent to these territories without technically being sent 'overseas'.

Support for conscription

The Menzies Liberal government, the Democratic Labor Party (a new party that had emerged after a split in the Labor Party in 1955) and many older Australians supported conscription. Jim Forbes, who was Minister for the Army at the time, argued in a 2014 interview that the system was necessary because the regular army was not attracting sufficient recruits. He also believed that the ballot method was fair.

Source 14

> It [conscription] was never terribly popular, but it was a very fair system, and I had to take the burden for that. It never worried me … because I was completely convinced that we had to do it and it was a very fair system. A lot of people mocked the idea of putting marbles in a ballot box … It was very Australian way of doing it, and we never got the credit for doing it. People got knocked off in Vietnam, and it became very unpopular.
>
> Extract from an interview with Jim Forbes, former Minister for the Army, 2014

Source 15 The conscription ballot takes place. The process for selecting which 20-year-old men would be chosen to serve in the Australian army – or 'called up' – was similar to a lottery. Numbered marbles, each marked with a day of the year, were placed in a barrel. Marbles were drawn out individually, by hand. A person was chosen to be conscripted if the number picked corresponded to the day of the year on which they were born.

Source 16 Results of the conscription scheme in Australia, which was known as the National Service Scheme

Results of the National Service Scheme	Number of men
20-year-olds registered for national service between 1964 and 1972	804 286
20-year-olds selected by ballot and enlisted in the army	63 740
National servicemen (conscripts) who served in Vietnam	15 381
Exemptions from national service, including: • students • ministers of religion • people exempt for reasons of physical or mental disability • conscientious objectors (people who refused to carry weapons or join the military due to moral reasons) determined by a court	3 563
Indefinite deferments from national service, including: • those with a serious criminal record • men who were married before call-up (this figure includes 20 502 men who married between selection and call-up)	35 548
People imprisoned after refusing to obey a call-up notice	14

Opposition to conscription

Opposition to conscription during the Vietnam War became stronger in May 1965, when the federal government announced that national servicemen (conscripts) could be sent overseas to fight. Even some who supported the war, expressed doubts about the morality of sending conscripts to another country to fight against their will. Between 1965 and 1972, over 15 000 conscripts served in Vietnam and approximately 200 lost their lives.

During the war, opposition to conscription increased steadily. Organisations such as the Draft Resisters' Union and the Youth Campaign Against Conscription (YCAC) were largely supported by young men who were at risk of being conscripted. In June 1965, the YCAC, in an open letter to *The Australian*, urged the government 'not to pursue the murderous path to world conflict through prolonging the slaughter in Vietnam'. Some young men went into hiding, refusing to register for the ballot. By 1972, 14 'draft dodgers' had been imprisoned. One of the most famous of these was school teacher Bill White, whose arrest was photographed and published in several daily newspapers.

Source 17 Conscientious objector Bill White, a school teacher, was dismissed from the public service and arrested outside his home in Gladesville, New South Wales, in November 1966 after refusing to serve in the national service.

Source 18 Members of the Save Our Sons movement typically held silent demonstrations.

However, it was not just young people who opposed conscription. Increasingly, parents, war veterans and people who had never been engaged in protest before began to express their opposition to conscription. The most famous of these was Save Our Sons, a group of women whose sons were of conscription age and in danger of being sent to war. They demonstrated peacefully and often silently, holding up placards and handing out leaflets – often outside national service registration sites.

Analyse this! Women conduct a Save Our Sons protest

The efforts of the protesters met with both support and hostility. Five members of Save Our Sons were imprisoned in 1971 for handing out leaflets to men coming to register for the ballot. They spent 11 days in Fairlea Women's Prison, and became known as the 'Fairlea Five'.

The end of conscription

By 1971, public opinion was swinging against the Vietnam War and even more strongly against conscription. In the 1972 election campaign Labor Party Leader Gough Whitlam pledged to end conscription. One of the first actions of his new government, elected in December of that year, was to free the seven draft resisters still in prison and to bring conscription to an end.

Worksheet Responses to conscription

16.6 CHECK YOUR LEARNING

Review and understand

1. **Outline** the Australian government policy on conscription during World War I, World War II and the Vietnam War.
2. **Identify** three organisations that opposed conscription during the Vietnam War.

Apply and analyse

3. **Explain** why some people who supported Australia's participation in Vietnam still opposed conscription.

Evaluate and create

4. Write a dialogue between two mothers to **discuss** conscription and the Vietnam War. One mother has a son in the regular army, who is serving in Vietnam. The other has a son who is in the age group to be conscripted. Each mother has a different viewpoint on the issues of the war and conscription. Each mother should speak at least three times and should provide arguments and evidence to support her point of view.

16A RICH TASK

Quizlet
Revise the key terms you have learnt so far.

The referendum on communism

In March 1951, the High Court of Australia declared that the *Communist Party Dissolution Act 1950* – by which the federal parliament had sought to outlaw the Communist Party of Australia (CPA) – was unconstitutional and invalid.

Six months later, a referendum was held to change the Australian Constitution so as to give the federal parliament the power to make laws with respect to communists. The question that voters were asked was:

> Do you approve of the proposed law for the alteration of the Constitution entitled 'Constitution Alteration (Powers to deal with Communists and Communism) 1951'?

Campaigning on both sides of this issue was fierce and many posters were produced, for and against the proposal.

Source 19 A poster for the 'Yes' case in the communism referendum

Source 20 A 'No' poster produced by the CPA for the communism referendum

KEY SKILL
Analysing sources

Analysing propaganda posters

Propaganda is anything that has been deliberately created to influence an audience's beliefs or actions. It can provide historians with a great deal of information about the period being investigated. However, it needs to be very carefully analysed. Use the following steps to guide your analysis of a propaganda poster:

Step 1 Establish the intended audience – that is, who the producer of the poster intended to influence.

Step 2 Check the context of the poster. Consider:

- other events that may have been happening at the time and might have influenced the producer of the poster
- the political environment at the time the poster was created
- the common prejudices and social norms that existed at the time, which may have influenced the producer of the poster.

Step 3 Check the message that is being conveyed. Consider:

- the main images on the poster and what they seem to suggest or represent
- any text written on the poster – what it says or whether the message is direct or suggestive
- the persuasive techniques used – these can include:
  - emotional appeals
  - generalisations
  - stereotypes
  - name calling (direct or indirect)
  - repetition
  - social disapproval (that is, the suggestion that attitudes or actions contrary to what is being promoted in the poster will result in social rejection or disapproval).

Step 4 Establish the intended effect on the audience – what the producer of the poster hopes the audience will think/do/feel.

Step 5 Establish the overall purpose served by the poster.

For more information on this key skill, refer to page 236 of 'The history toolkit'.

Practise the skill

1 **Analyse** Sources 19 and 20, using the steps above as a guide.

2 Use the internet to find one more poster supporting the 'Yes' vote and one more supporting the 'No' vote. Which of the four posters – Source 19, Source 20 or one of the two you have located – do you believe would have been most effective in convincing a wavering voter to vote one way or the other? **Justify** your answer with reference to features of all four posters.

Extend your understanding

1 Propaganda is not always untrue, but it is often exaggerated and one-sided so as to convince the audience of a particular point of view. Think of an example from modern advertising where the truth is exaggerated and other features of a product or service are downplayed (for example, an advertisement for a sale that emphasises lower prices for certain goods but ignores the fact that most prices are unchanged). Describe the advertisement and **identify** examples of exaggeration or omission.

2 **Create** a propaganda poster designed to influence public opinion on one of the following:

- an environmental issue
- a building or development issue
- a social issue, such as the acceptance of refugees, or stopping bullying.

16.7 Where did Australians fight?

In this topic, you will:

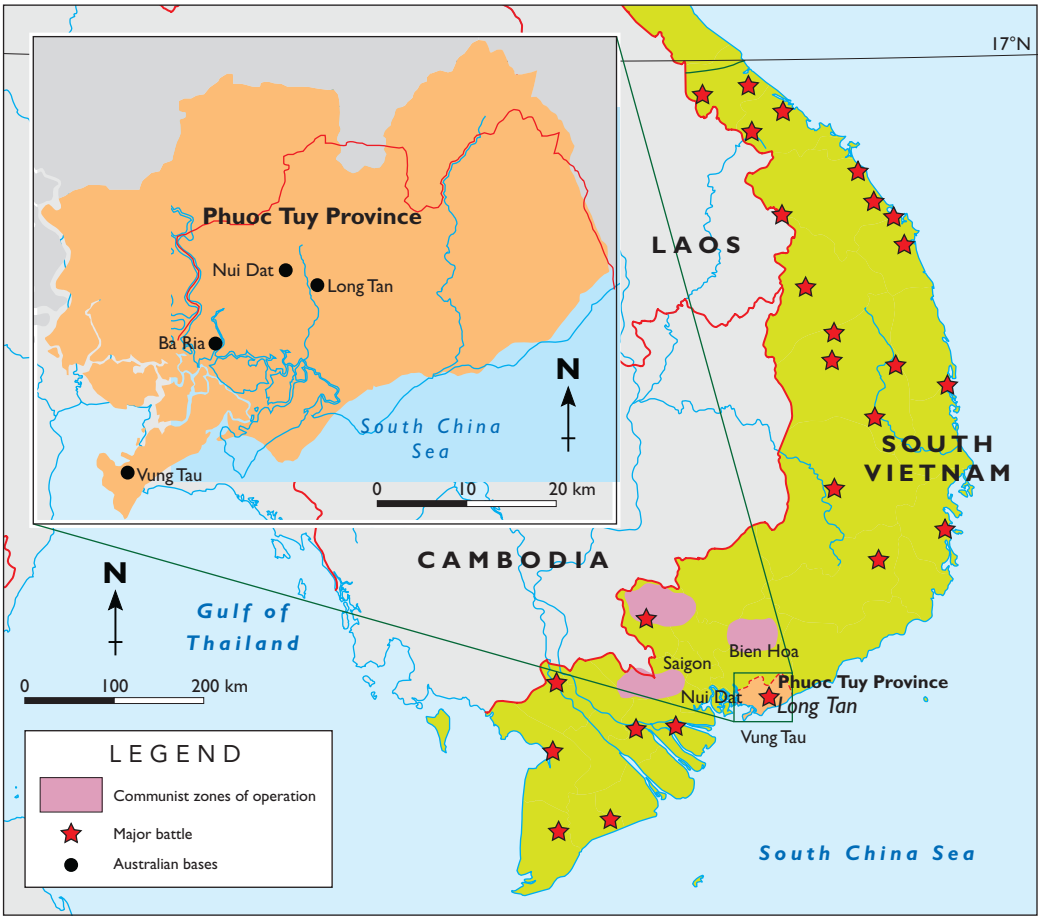
- identify where Australian troops were stationed in Vietnam
- explore the opposition forces Australian troops were fighting.

The Vietnam War between 1962 and 1973 can be seen as two wars fought at the same time. There was one war between the armies of North and South Vietnam. The north was largely supported by China and the south by the United States and its allies.

The other war took place *within* the south. A guerrilla campaign was waged by the South Vietnamese communists (known as the Viet Cong) against the army of the Republic of Vietnam and its supporters. It was in this latter war that Australian troops were largely involved. They were supporting the army of the Republic of Vietnam in its fight against communism.

Quiz me!
A quick quiz on where Australians fought

VIETNAM: THE LOCATION OF AUSTRALIAN BASES IN PHUOC TUY PROVINCE



Source 1 Source: Oxford University Press

Australian bases

The first group of 800 combat troops from Australia arrived in May 1965. They were sent to Bien Hoa province in South Vietnam, north of Saigon. Initially, this first battalion operated under American control, serving with a US airborne brigade.

In May 1966, an Australian task force was established at Nui Dat in Phuoc Tuy province. Soldiers lived and trained at Nui Dat when they were not on patrol operations. For the first time, Australian operations were conducted independently of US command. A logistical task force was also set up at Vung Tau, on the coast. This was also where wounded soldiers were sent to recover, and where troops went for their rest and recreation periods. The main base for the Australian air force was also located at Vung Tau.

Source 2

> The majority of Australian servicemen and women served in Phuoc Tuy province, south-east of Saigon … The Australians were given this province to control because it allowed good access by air and sea, and so could be reinforced or evacuated easily if necessary.
>
> Extract from *Australia and the Vietnam War*, Department of Veteran Affairs, 2007, p. 30

See, think, wonder

Look at Source 3.

- What do you see?
- What do you think?
- What do you wonder?

Fighting the Viet Cong

In the Australian area of operations, Phuoc Tuy province, the enemy was known as the Viet Cong, or VC. The term 'Viet Cong' was coined by US command and referred to Vietnamese communists in the south. However, most Viet Cong would have called themselves Viet Minh.

The Viet Cong was not one single group, but a range of people, men and women, with different skills and expectations. Some were soldiers of regular Viet Cong army units, and were well-trained and equipped. They lived in bases away from their home villages. Others were part-time guerrilla fighters, who were not as well-trained or equipped as the regular soldiers. They could be farmers or skilled workers in local villages. They went about their normal occupations by day, and took part in guerrilla warfare activities at night. These could be ambushes or attacks on Australian soldiers or their local Vietnamese supporters, sabotage or intelligence-gathering.

In addition to ground troops, the Royal Australian Air Force had a limited role in Australia's war effort. Helicopters and a squadron of aircraft called Canberra bombers provided support for the fighting units. The helicopters helped with evacuations and the aircraft transported equipment and personnel. The bombers also launched raids on strategic targets in the south, serving alongside the United States' Tactical Fighter Wing.

Source 3 Viet Cong army personnel planning for an attack on a South Vietnamese target

16.7 CHECK YOUR LEARNING

Review and understand

1. **Summarise** the two wars going on in Vietnam at the same time between 1962 and 1973.
2. **Explain** where most Australians were based during this time, and why.

Apply and analyse

3. The Viet Cong was not just one group, but a range of people with different techniques and skill levels. **Determine** (decide) whether this would have made them an easier or a more difficult enemy. Support your answer with some examples.

Evaluate and create

4. **Research** the town of Vung Tau. Elaborate on why it was developed as a base for American and Australian soldiers to enjoy rest and recreation leave.

16.8 The nature of warfare in Vietnam

In this topic, you will:

- » explore the different warfare tactics used during the Vietnam War
- » understand the events of the Battle of Long Tan.

For the most part, the Vietnam War was a guerrilla war. As we have seen, this means that instead of fighting on a battlefield, the North Vietnamese and Viet Cong armies used 'hit and run' tactics, specialising in raids and ambushes.

US and Australian counter-guerrilla warfare tactics

US tactics included a massive bombing campaign, known as Operation Rolling Thunder, which took place between March 1965 and November 1968. Its aim was to bomb strategic targets in the north, especially supply lines to the south. The Americans also used helicopters to locate and attack enemy positions. Their approach was to draw the enemy out and engage them in battle. This often resulted in high US and enemy casualties.

Australian military leaders preferred a different approach. While the aim of the US operations was to destroy the enemy, the main role of the Australian troops was to stop enemy soldiers from receiving supplies and other support. One of the chief ways of doing this was to patrol their area of operation in small units. They used stealth to locate and ambush enemy camps. They blocked off villages between dusk and dawn, to prevent the Viet Cong from accessing food supplies and other support. In some cases, they grouped into larger forces for 'search and destroy' missions on enemy bases.

Source 4 An Australian soldier uses a mine detector to search a village for booby traps that may have been left by the Viet Cong, while another soldier stands guard. Australian troops had evacuated then destroyed the village, which had been dominated by the Viet Cong. The villagers were resettled.

Source 5 Australian service personnel in the Vietnam War

Analyse this!
Extract from Richard Pelvin

Source 6

There were significant differences in operational techniques between [the US and Australian] forces. The United States Army had vast resources of men, equipment and firepower at its disposal, which the Australians could never hope to have. The Americans were trained to deploy all these resources quickly to rapidly overwhelm the enemy and kill as many as possible. The Australians, with their tradition of jungle warfare and counter-revolutionary operations, had a more patient doctrine of patrolling and ambush, with less fire support. Their way caused fewer enemy casualties as well as restricting their own losses – vitally important in such a small army.

Extract from Richard Pelvin, *Vietnam: Australia's Ten Year War 1962–1972*, Hardie Grant Books, 2013, p. 41

Source 7

For some Viet Cong leaders there was no doubt the Australian jungle warfare approach was effective. One former Viet Cong leader is quoted as saying: 'Worse than the Americans were the Australians. The Americans style was to hit us, then call for planes and artillery. Our response was to break contact and disappear if we could … The Australians were more patient than the Americans, better guerrilla fighters, better at ambushes. They liked to stay with us instead of calling in the planes. We were more afraid of their style.'

Extract from David Chanoff and Doan Van Toai, *Vietnam: A Portrait of its People at War*, Taurus & Co, 1996, p. 108

Chemical warfare

One of the problems facing the South Vietnamese army and its allies was the density of the jungle. From the air it was very difficult to pick out villages, let alone places where the Viet Cong could be hiding or storing supplies.

From as early as 1961, US advisers began using chemical sprays to kill the jungle vegetation. By the late 1960s, the use of chemical agents known as defoliants (a chemical that removes leaves from plants) had become a major weapon. The main chemical used was Agent Orange,

Source 8 Nine-year-old Kim Phuc (centre) and family members run for help after being severely burned in a napalm attack, 8 June 1972.

which contained the dangerous poison dioxin. Large areas of South Vietnam were stripped of vegetation and agricultural land was made barren.

The most serious consequence of the spraying of these chemical agents was the impact on humans. Cancers, miscarriages, birth defects, skin diseases and other illnesses have all been attributed to their use.

Another chemical widely used in Vietnam was napalm. This is a jelly-like substance that sticks to the skin and causes unbearably painful burns. At first, napalm was used in bombs directed at military and infrastructure targets. However, as the war progressed, it was used more widely. US and Australian soldiers had no way of knowing which villagers were Viet Cong, and as a result whole village populations were killed or injured by napalm.

One of the most famous and disturbing images of the Vietnam War is the picture of Kim Phuc, a nine-year-old girl running naked from her village after a napalm attack (see Source 8).

Battle of Long Tan

Watch it!
A video and quiz on fighting in Saigon

The Battle of Long Tan was different to the typical guerrilla and counter-guerrilla tactics of the Vietnam War. On the night of 16 August 1966, the Australian base at Nui Dat (see Source 1 on page 16.18) was attacked by mortar fire (short-range shells lobbed at targets). On 18 August, 105 Australian soldiers moved into the Long Tan rubber plantation, which was believed to be

the source of the mortar shelling. The Australians immediately came under attack by up to 3000 North Vietnamese and Viet Cong troops.

The fighting at Long Tan went on for four hours, until the Australians received backup. The accuracy of the Australian artillery fire had a devastating effect on the enemy. The Viet Cong retreated, carrying many of their dead and wounded with them. The Australians counted 245 enemy dead on the battlefield, while 18 Australians were killed and 24 wounded. Later research revealed that the North Vietnamese Army and Viet Cong losses were as high as 800 deaths and 1000 wounded. After this battle, the Viet Cong had far less power in the area.

For many years, commentators believed the initial attack had been part of a Viet Cong plan to tempt the Australians out of their base and into an ambush. Evidence now suggests that the Australians had not been lured into an ambush, but had in fact come across a regular North Vietnamese army regiment that was moving in for a full-scale attack on the Nui Dat base. The battle probably saved the Australian task force at Nui Dat from a major attack from the combined North Vietnamese and Viet Cong armies.

Source 10 An Australian solider guards a captured Viet Cong soldier found hiding on the battlefield on the day after the Battle of Long Tan.

Civilian aid

From 1967, Australian personnel were involved in providing civilian aid to the South Vietnamese people. Civilian aid had two purposes. One was a genuine attempt to assist the people with medical and dental care, and other necessities. The other was described as a 'hearts and minds' policy (see also topic 16.4). It was hoped that if the villagers received care and support, they would be won over to the anti-communist side and would no longer support the Viet Cong. There is little evidence that this policy was successful. Nevertheless, thousands of South Vietnamese people benefited from the many civilian aid projects initiated by the Australian army.

Source 9 Australia's service personnel in Vietnam

Total number of Australians who served in Vietnam	Almost 60 000 (including around 15 000 national servicemen, or conscripts)
Greatest number of service personnel in Vietnam at the one time	7672
Usual length of service	12 months
Dead	520 (including 185 national servicemen)
Wounded	3000

16.8 CHECK YOUR LEARNING

Review and understand

1. **Identify** what chemicals were used in the Vietnam War, and for what purpose.
2. **Identify** how many Australians were killed or wounded in Vietnam.
3. **Outline** two purposes of civilian aid.
4. **Describe** the main tactics used by Australian soldiers during the Vietnam War.
5. **Summarise** why the Battle of Long Tan is seen as one of the most important engagements for the Australian army during the Vietnam War.

Evaluate and create

6. Using this text and additional research, prepare a class debate on the topic: 'The Australian approach in Vietnam was more suited to jungle warfare than the US approach.' Each side of the debate must provide evidence to **justify** their response.
7. Kim Phuc (known as 'napalm girl') – the Vietnamese girl shown in Source 8 – is still alive. Her life story is an amazing example of forgiveness. **Research** her life and current work, and create a newspaper article that discusses the achievements of her life so far.

16.9 The Australian withdrawal from Vietnam

In this topic, you will:

» explore the factors that led to the end of Australia's commitment to the Vietnam War.

In January 1973, after nearly eight years of war, the Australian Government announced plans for the final withdrawal of troops from Vietnam. It was not until November 1973, however, that the last Australian personnel were withdrawn and Australia's involvement in the war was truly over.

The decision to end Australia's commitment to the Vietnam War came down to several reasons. The war had become increasingly unpopular and there were widespread protests, especially after 1968. Other factors included the increasing death and injury toll, and Australia's realisation that the war was becoming increasingly unwinnable.

Peace talks to end the war had begun in May 1968, and the United States had started to wind down the number of its troops in Vietnam from 1969.

Growing opposition to the war

In 1967, a poll showed that 62 per cent of Australians supported the nation's participation in the Vietnam War. This figure had fallen to 42 per cent by 1970. The nature of the opposition to the war had also changed. In the early years, most anti-war protests involved university students, the Labor Party, trade unionists and some religious groups. By 1970, opposition had become more mainstream and the range of anti-war arguments were broader. Also, by that point 389 young Australian men had lost their lives in Vietnam and several thousand had been injured. There was, in addition, a growing recognition that many returned soldiers were suffering post-traumatic stress disorder (PTSD) as a result of the horror and trauma they had witnessed and experienced at war.

Even those not directly touched by losses were brought into contact with the harsh reality of war through television. Most nights, graphic footage of events in Vietnam was beamed into living rooms across the nation.

Analyse this!
Extract from Paul Ham

Source 11

> It was the novelty of seeing war for the first time that led many Australians to oppose it … In this sense, the technology, the TV – and not the messengers, the reporters – lost support for the war. Had TV cameras filmed the bombing of Dresden or Tokyo, viewers may similarly have turned away in horror. Western viewers weaned on the notion of war as heroic … and 'just' were suddenly seeing thousands of dead, millions of refugees, unspeakable suffering … in short, the things common to all wars.
>
> Extract from Paul Ham, *Vietnam: The Australian War*, Harper Collins, 2007, p. 413

The Tet Offensive

One of the most significant influences on changing attitudes is believed to have been the Tet Offensive. This was a well-planned, surprise attack by the Viet Cong and the North Vietnamese army on South Vietnamese, US and Australian forces. It was launched during the celebration of Tet (New Year) on 30 January 1968, at a time when there was supposed to be a truce in fighting. The attack by the Viet Cong was very successful, but this success lasted only a few days before the United States retaliated.

Ironically, it was the ruthless suppression of the Tet Offensive that led many people to question the war. Films of public executions of Viet Cong leaders horrified many Australians who had previously been supportive of the war.

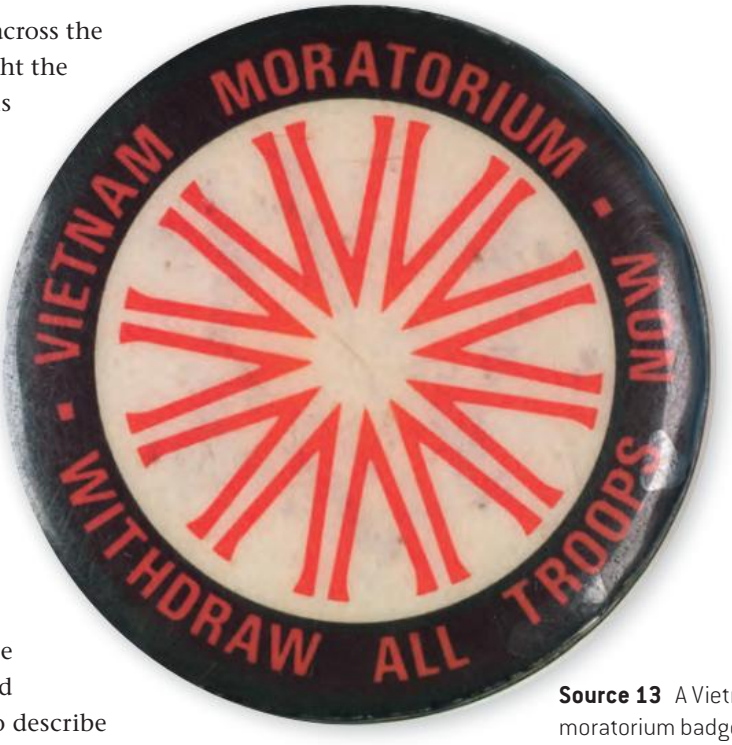
Source 12 A South Vietnamese chief of police executes a suspected Viet Cong official during the Tet Offensive, Saigon. This image was shown on the television news.

Protest

Some say it was the anti-war protests that swept across the United States and Australia from 1968 that brought the war to an end. The various rallies, marches, sit-ins and songs played an important role in changing public attitudes and convincing governments that the war was losing voter support.

As early as October 1966, Melbourne students rallied to protest against the Vietnam War during the visit of US President Lyndon B. Johnson. Two brothers, one at secondary school and one at university, threw paint over the president's car. By 1968, the anti-war movement had become larger and better organised. In the United States, in October and November 1969, millions of Americans across the nation joined in massive demonstrations to express their opposition to the war.

The term '**moratorium**' was adopted for these protests. Traditionally, a moratorium is an agreed pause in normal activity. It is most often used to describe a temporary break in debt repayments, or an agreed delay in meeting legal requirements. The leaders of the 1969 protests in the United States used the term 'moratorium' because they wanted the nation to pause and reassess its commitment to the war.



Source 13 A Vietnam moratorium badge

moratorium
an anti-war protest intended to make the nation pause and reassess its commitment to the war

Source 14 An anti-war rally in Sydney, *c.* 1970

Moratoriums were held across Australia during 1970. Hundreds of thousands of people brought the centres of capital cities to a halt. They carried banners, sang songs and chanted slogans. One of the most popular refrains was John Lennon's words: 'All we are saying, is give peace a chance.' By this point, the anti-war movement was involving a wide range of ordinary Australians, including middle-class people, mothers with prams, business people in suits, teenagers in school uniforms, 'tradies', and nuns and priests.

Source 15 Part of the crowd at a Vietnam War moratorium march, Melbourne, 1970

Watch it!
A video and quiz on the Melbourne moratorium against the Vietnam War

Government decisions

The anti-war marches that took place across Australia in 1970 sent a message to the government that this was an unpopular war. However, protest alone were not enough to achieve an end to the commitment to Vietnam.

Peace talks had begun in Paris in 1968 and the following year the Americans began to withdraw troops, although they increased the number of bombings. US President Richard Nixon also began the policy of 'Vietnamization'. This involved providing the South Vietnamese army with further training and resources, with the expectation that it would eventually be able to continue the fight without needing any help from the United States.

In Australia, Prime Minister John Gorton and his Liberal government began the withdrawal of troops in 1970. In 1971, the base at Nui Dat was handed over to the South Vietnamese army. Following the election of Gough Whitlam's Labor government in December 1972, the Australian commitment to Vietnam was finally ended and the last advisers returned home to Australia in November 1973.

Australia's withdrawal from the Vietnam War was met with mixed reactions. While anti-war and conscription protesters were glad Australia was no longer part of the war, Source 16 indicates the frustration felt by many soldiers who thought they were abandoning the South Vietnamese people.

Source 16

> … it very simply wasn't finished the way it should have been. I'm not saying we should have won. That would have been preferable of course to losing, but the way it was done … we left many, many good South Vietnamese people in the lurch and it was like turning your back on your best mate and walking away. It shouldn't have happened. That is politics though … Nothing to do with us, but it left a very nasty, dirty taste in a lot of people's mouths. It still does.
>
> Extract from Corporal Anthony Hughes, 7th Battalion of the Royal Australian Regiment, interviewed 12 July 2004

16.9 CHECK YOUR LEARNING

Review and understand

1. **Outline** the various influences that combined to bring Australia's commitment to the Vietnam War to an end.
2. **Describe** what is meant by the term 'moratorium' and why it was adopted by anti-war protesters.

Apply and analyse

3. **Examine** the signs and banners in Source 14. If you did not know anything about the war, who would you think was the enemy? Explain your response.
4. What do you believe was the main reason Australian troops were withdrawn from Vietnam? **Justify** (give reasons for) your answer.

Evaluate and create

5. Using Source 14 as inspiration, **create** an anti-war sign or banner for a protest.
6. During (and after) the Vietnam War, many popular songs reflected an anti-war or a pro-peace message. They included 'Blowin' in the Wind' and 'The Times They Are A-Changin' by Bob Dylan, 'Give Peace a Chance' by John Lennon, 'Born in the USA' by Bruce Springsteen and 'Fortunate Son' by Creedence Clearwater Revival.

   Look up the lyrics of one of these songs or a similar song. In pairs, **discuss** the anti-war or pro-peace ideas and arguments used.

Source 17 The symbol now widely known as the 'peace sign' originated in Britain in the 1950s as an emblem of the nuclear disarmament movement. It was popularised in the American anti-war movement of the 1960s and came to represent world peace.

16B RICH TASK

Quizlet
Revise the key terms you have learnt so far.

Entertaining the troops

Over the course of the Vietnam War, more than 100 entertainers and groups travelled to Vietnam to entertain the troops. Their concerts played a very important role in keeping up morale among the soldiers.

Entertainers went to Vietnam for a variety of reasons – patriotism, a spirit of adventure, even career prospects. Some entertainers supported the war. Others opposed it, but still wanted to support the soldiers.

Many popular Australian entertainers performed in Vietnam, including Little Pattie, Lorrae Desmond, Ian Turpie, Col Joye, Patti McGrath, Joy Yates, Denise Drysdale, Johnny O'Keefe. Norman (Normie) Rowe, an Australian singer, was a conscripted soldier who often joined the entertainers. The Aboriginal singing group The Sapphires was a popular act, and the story of the group inspired the 2012 film *The Sapphires*.

Source 18

Lorrae Desmond: So we came back from America and then a really interesting thing happened when the Australian Dance Band asked me if I would go with them to Vietnam ... suddenly all those young men are my babies. And I kept going back and forth until I'd been there five times … whenever I had a few weeks spare, I mean, I didn't sit around. I'd say, 'Let's go out to the boys.' …

They were my boys and they still are my boys. They even gave me a plaque saying, 'To the mother of all Vietnam veterans' which I love.

Peter Thompson: It seems to have affected many performers that way. That those that have gone to these war zones to perform fuelled an incredibly special relationship with those that they performed for.

Lorrae Desmond: Do you know, you get letters like about 50 years afterwards saying thank you … That's very special that you stay in somebody's life for that long.

Extract from the television program *Talking Heads*, ABC, 14 April 2008

Source 19 Sisters Lois Peeler (second from left) and Laurel Robinson (second from right) and their cousins Naomi Mayers (left) and Beverley Briggs (right), shown here in 2012, grew up on the Cummeragunja Mission in New South Wales. They formed the first all-female Aboriginal singing group: The Sapphires.

Source 20 The Sapphires in the 2012 movie, played by Deborah Mailman, Jessica Mauboy, Miranda Tapsell and Shari Sebbens

KEY SKILL
Communicating & reflecting

Creating and delivering an audiovisual presentation

One popular way to present the findings of historical research is through an audiovisual presentation. Follow the steps below to create and deliver an audiovisual presentation:

Step 1 Design your presentation:

- Plan your presentation carefully so it has a clear beginning, middle and end.
- Make sure you present the content in clear, concise bullet-point form.
- Do not simply fill up your PowerPoint with lots of random pictures that are only loosely related to the content. Only include images and captions that relate to the content on that particular slide.
- Use graphics, sound, video, animations and transitions *only* if they add value to the point being made, not just because you think they will look good.

Step 2 Deliver your presentation:

- When delivering an audiovisual presentation to an audience, do not just stand up and read out the text on each slide. Instead, talk in a way that develops and expands upon the points.
- Carefully plan in advance what you are going to talk about during each slide. Record this plan on cue cards, and refer to these during your speech to remind you of what to say.
- Remember: one thing at a time. At any moment, what is on the screen should be the thing that you are talking about. Your audience will quickly read every slide as soon as it is displayed. If there are four points on the slide, they'll have read all four points while you are still talking about the first point. Plan your presentation so just one new point is displayed at any given moment.
- Speak clearly – not too fast, not too slow. Vary your tone and pitch to make your presentation more interesting.
- Make eye contact with different members of your audience. Do *not* just look down at your cue cards. You may choose to pose one or two questions to the audience to get them involved.

For more information on this key skill, refer to page 243 of 'The history toolkit'.

Practise the skill

1 **Research** a number of Australian performers who entertained the troops in Vietnam. Start your research with an overarching inquiry question, such as: 'What role did visiting entertainers play in keeping morale high during the Vietnam War?' or 'Why were entertainers willing to travel to Vietnam to perform for the troops, and what impact did the experience have on them?'

2 In your audiovisual presentation, **discuss** the answers to specific questions, such as:
- What motivated the entertainers to go to Vietnam?
- What were their experiences of the travel, performing conditions, dangers, etc.?
- How were they received by the troops?
- How do they now look back on the experience?

3 Using the steps outlined above, **create** and deliver your audiovisual presentation. Include visual sources and short quotes in your presentation.

Extend your understanding

The Australian film *The Sapphires* (2012) tells the story of a group of Aboriginal entertainers who travelled to Vietnam to entertain the American troops. It was based on a play written by Tony Briggs. Briggs based the story on the experience of his mother and aunt, who had been entertainers in Vietnam.

1 **Research** the true story of The Sapphires.

2 There are some differences between the real story and the film. One of the main differences is that Naomi Mayers and Beverley Briggs refused to go to Vietnam because they opposed the war. **Identify** other differences. Why do you think that these changes were made? Do you think that it matters that the true story was not told?

16.10 Impact of the war on Vietnam veterans

In this topic, you will:

» understand the impacts of the Vietnam war on returning veterans.

Since the end of Australia's involvement in the Vietnam War, many veterans have described how they experienced difficulties in the aftermath.

Physical injuries and psychological issues

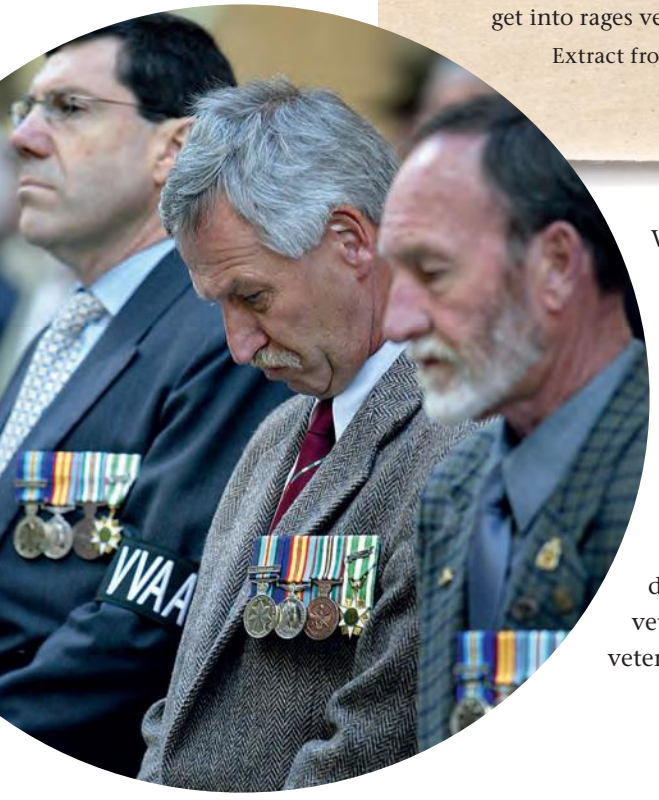
Some veterans returned with physical injuries – wounds, lost limbs, skin rashes, hearing problems or respiratory problems. Some people believe that in some ways, those with physical injuries were better off than those with psychological issues – because their problems were visible, they received sympathy and there were medical treatments available.

Those who returned with PTSD were sometimes given little sympathy from the public. At the time, the population did not really understand the seriousness of poor mental health. Returned soldiers sometimes felt like no one understood the fear and anxiety that they were experiencing. Some family members and friends made matters worse, by telling veterans how lucky they were to have survived the war unscathed. By the 1990s, it had been established that the suicide rate for Vietnam veterans was higher than that for all Australian males in the same age group.

Quiz me!
A quick quiz on the impact of the war on Vietnam veterans

Source 1

> One minute I was in Vietnam and the next minute I was home, and I was totally lost … I know my mum and dad found it very hard to handle me … In fact, they told me quite plainly that I wasn't the same person any more. I was prone to get violent, punch walls, get into rages very quickly. I've never slept right since the day I came home.
>
> Extract from Vietnam veteran Michael Scrase, quoted in Stuart Rintoul, *Ashes of Vietnam: Australian Voices*, William Heinemann Australia, 1987, pp. 181, 182, 184



Source 2 Many of Australia's Vietnam veterans returned from war with PTSD.

As a response to the sense of neglect felt by many Vietnam veterans, the Vietnam Veterans Association was formed in 1979 to actively represent the interests of those who served in the Vietnam War. Since then, there has been increasing awareness of the psychological impact of war and some improvements in the treatments available to returned soldiers.

Effects of exposure to chemicals

One of the main concerns of Vietnam veterans was the possible harmful effect of their exposure to chemical pesticides, including Agent Orange. Exposure was thought to lead to higher instances of certain diseases and cancers, as well as birth defects in some children of Vietnam veterans. It was a source of anger and disappointment among Vietnam veterans when governments were slow to react to their concerns.

Source 3

This study provides good evidence that Australian male veterans of the Vietnam War have an increased rate of cancer overall [compared to the general male population] … Rates of melanoma and … prostate cancer were consistently elevated

… The reason for these increases is unclear. In addition to exposure to known carcinogens [substances that cause cancer], lifestyle changes, including alcohol and tobacco consumption may play a role. For several other malignancies [cancers] … Australian Vietnam War veterans have rates lower than the rate in the Australian population.

Extract from 'Cancer incidence in Australian Vietnam War Veterans Study 2005', Department of Veterans' Affairs, in Bruce Davies, *Vietnam: The Complete Story of the Australian War*, Allen & Unwin, 2012, p. 583

Welcoming home Vietnam veterans

Many Australians consider the homecoming for Vietnam veterans to be different from the experiences of the veterans who served in World Wars I and II. By the time Vietnam veterans returned to Australia, the Vietnam War was very unpopular; and it was alleged that to avoid anti-war protestors, returning troops were flown into Australian airports after dark. However, historians have noted that many soldiers were brought home at night by Qantas simply because the airline needed the aeroplanes during the day for commercial flights.

Despite the unpopularity of the Vietnam War, a number of 'welcome home' parades were held for returning troops, and many veterans marched in parades in their home towns and cities. One parade in Sydney in June 1966 attracted over 300 000 supporters, and more than 500 000 people attended another in April 1968.

However, since the end of the war, the idea that no 'welcome home' parades were held grew stronger, leading to an official parade of welcome for the Vietnam veterans in 1987 (see Source 4). Nevertheless, many Vietnam veterans did not feel welcome when they arrived home to Australia, causing terrible grief for them as they returned to 'daily life'.

For more information on this key concept, refer to page 225 of 'The history toolkit'.

Source 4 For some Vietnam veterans, the October 1987 'welcome home' parade in Sydney was their first official parade or welcome.

KEY CONCEPT
Significance

16.10 CHECK YOUR LEARNING

Review and understand

1. **Outline** some of the problems that faced some returned servicemen after the Vietnam War.
2. **Identify** some of the health problems believed to have been caused by exposure to Agent Orange.
3. **Explain** why you think the welcome given to returned Vietnam soldiers was seen as different from that given to returning soldiers at the end of World Wars I and II.

Apply and analyse

4. Examine Source 1. How does this source help us to understand some of the distress faced by returned soldiers? **Propose** how the situation could have been better handled.
5. **Analyse** Source 3 and respond to the following questions:
   - **a** What claims does the document make about the incidence of cancer in Vietnam veterans?
   - **b** What reasons are offered for these cancer rates?

Evaluate and create

6. Conduct further research into the Vietnam Veterans Association. **Create** a brochure that outlines the work of the association and the ways in which it can be of assistance to returned soldiers.

16.11 The impact of war on the Vietnamese people

In this topic, you will:

» examine the toll of the Vietnam War on the Vietnamese population.

The long years of conflict in Vietnam had a devastating effect on both North and South Vietnam. By the time they ended, the Vietnamese people had been living in a war zone since 1940. Bombing had destroyed much of the nation's infrastructure, and hundreds of thousands of hectares of rich agricultural land had been rendered useless. There was also an enormous human toll – not just in terms of people who had lost their lives, but also in relation to those affected by injury, displacement and trauma.

Source 5 The entrance to a 'friendship village' in Van Canh commemorating child victims of Agent Orange poisoning. The monument was built in 1998 by French, American, English, German, Japanese and Vietnamese war veterans.

The human toll

The number of soldiers killed on both sides reached the hundreds of thousands. An unknown number of civilians, possibly 2 million, also died as a result of the armed conflicts and bombings. An even greater number would suffer from the effects of Agent Orange and other chemical agents.

Many villages in the south had been deliberately destroyed in an attempt to force the Viet Cong out of hiding. The people were relocated to newly built settlements, but many felt great sorrow about their separation from traditional lands and the graves of their ancestors.

The economy of Vietnam was also in ruins. Despite the destruction, during the war the presence of foreign troops had been good for the economy, especially in the south. The American and Australian troops spent a great deal of money on food, drink and accommodation, taxis, entertainment and recreation. When the soldiers left, a large number of businesses collapsed and many people were left without a job. The economy was made worse by the US decision, in 1975, to stop trading with Vietnam and to cease foreign aid.

The new regime

When Australian and US troops withdrew from Vietnam in 1973, the North Vietnamese advanced southwards. After a further two years of fighting, their tanks rolled into the former presidential palace in Saigon on 29 April 1975. This event is known in Australia and the United States as the 'Fall of Saigon', and in Vietnam as the 'Liberation of Saigon'. Vietnam was finally unified as a communist country. Any South Vietnamese who had worked with or supported the United States and Australia were regarded as suspect by the communist government. These included South Vietnamese army personnel and also the translators, administrative support staff and guides who had helped the US and Australian troops.

People who were thought to be influenced by the United States were imprisoned in **re-education camps**. It is estimated that about 1 million Vietnamese people were held in these camps, most without a trial. Many were tortured, and about 165 000 reportedly died. Most people in the camps were imprisoned for periods of three to 10 years, but some were held for up to 17 years.

re-education camps places of harsh punishment established after the communist victory in Vietnam in 1975

Source 6 Numbers of Vietnamese casualties in the Vietnam War

Type of casualty	Number of people
South Vietnamese troops killed or missing in action	220 357
South Vietnamese troops wounded	1.17 million
North Vietnamese and Viet Cong troops killed	660 000
South Vietnamese civilian casualties	325 000–1 million
North Vietnamese civilian casualties from US bombings	65 000
Civilians killed by North Vietnamese and Viet Cong	166 000
Vietnamese affected by chemical agents	3 million

Source: Paul Ham, *Vietnam: The Australian War*, Harper Collins, 2000

Source 7 Desperate South Vietnamese people scale the wall of the US Embassy in Saigon, trying to reach evacuation helicopters as the last Americans leave Vietnam, 29 April 1975.

Analyse this!
South Vietnamese scale the wall of the US Embassy in Saigon

16.11 CHECK YOUR LEARNING

Review and understand

1 a **Summarise** the consequences of the war for Vietnam and the Vietnamese people.

b Which outcome do you believe to be the most negative? **Explain** your decision.

2 **Outline** the negative consequences of the village destruction and relocation program.

Apply and analyse

3 **Examine** Source 6. Identify which section of Vietnam – north or south – suffered most as a result of the Vietnam War. Explain your response.

Evaluate and create

4 Imagine you were a Vietnamese shopkeeper who traded with Australian soldiers during the Vietnam War. After the war, you are charged with disloyalty and could be sent to a re-education camp. Prepare a speech in which you argue that you should not be imprisoned. **Justify** your response with at least two different arguments.

5 Conduct some further **research** on the direct and longer-term impacts of chemicals such as Agent Orange. Use your research to create a poster with the message 'Chemical Warfare is NEVER justified!'

6 Conduct **research** to explain why the United States cut off trade and foreign aid to Vietnam after the communist victory.

16.12 Immigration and 'boat people'

In this topic, you will:

» understand the impact of the Vietnam War on migration to Australia.

Many Vietnamese families, whose lives had been disrupted by the war and the communist takeover, became desperate to leave the country. Some chose to leave because they feared political persecution. Others saw fewer opportunities under a communist system.

'Boat people'

In the months following the fall of Saigon in April 1975, thousands of Vietnamese people began fleeing their country, many of them in unseaworthy fishing boats. The UN High Commissioner for Refugees (UNHCR) recognised the tragedy that was unfolding. Refugee camps were established in Malaysia, Hong Kong, Thailand, the Philippines and Indonesia. From these camps, refugees were processed and resettled in countries willing to accept them.

Source 8 A refugee camp in Asia for Vietnamese refugees

The Australian Government's response to this wave of refugees was cautious at first. The Vietnamese spouses and children of Australian citizens were accepted, as well as those who had a close association with the Australian presence in Vietnam. In addition, two airlifts brought nearly 300 war orphans to Australia for adoption. But it was not until the election of Malcolm Fraser's government in December 1975 that Australia welcomed larger numbers of Vietnamese refugees.

The first five Vietnamese 'boat people' arrived in Darwin Harbour on 26 April 1976. After several weeks of debate, the group was given permission to stay. However, this response was to change in coming years as the numbers of 'boat people' increased. By 1977, over 1000 refugees from Vietnam and Cambodia had arrived by boat, and public opinion was turning against them. Through the UNHCR, over 3000 refugees were brought in by air, from camps in Malaysia and Thailand.

Different opinions developed in Australia on the issue of accepting refugees. Some believed that 'boat people' should be welcomed. Others thought that only people coming through 'official channels' should be accepted. This dilemma was reflected in *The Age*, on 15 November 1977: 'while Australia can afford to be generous, it cannot be expected to play host to every unscheduled refugee.'

Source 9 Vietnamese refugees arrive at Sydney Airport in June 1975.

Source 10

To flee one's country is not an easy choice to make. You're leaving behind your homes, your relatives and friends, your culture, your possessions, your memories, your childhood. Fleeing a country on a boat is also a dangerous affair. People speak of the savagery of being looted, raped and killed by pirates at sea. People talk about the unspeakable horrors of resorting to cannibalism of the dead to regain enough strength to fix the boat's engine. Many of us had knowledge of this so why did we take the risk? We seek freedom because the government we were escaping did not respect our freedom. You will find this is a common story among refugees.

Extract from a talk by Minh Nguyen given to high school students at St Scholastica's College, Glebe, Sydney, 8 March 2004

Source 11 Vietnamese asylum seekers arrive in Darwin Harbour in 1981.

Vietnamese Australians

Over 130 000 Vietnamese and Cambodian refugees were settled in Australia in the 1970s and 1980s. These people, their children and now their grandchildren are making an outstanding contribution to the richness of Australian life. Vietnamese Australians are to be found in all fields, including medicine, education, business, construction, sport and the arts.

One of the most high-profile Vietnamese Australians is Anh Do, who arrived in Australia as a refugee on a fishing boat when he was a baby. Anh completed a combined business/law degree and is now a comedian, writer and actor. His first book, *The Happiest Refugee*, chronicles his family's journey to Australia and his life growing up here as a refugee.

Source 12 Anh Do is one of the many Vietnamese refugees who have made a better life in Australia.

16.12 CHECK YOUR LEARNING

Review and understand

1 **Identify** the factors that led so many Vietnamese people to want to leave their country after the fall of Saigon.

Apply and analyse

2 The decision to airlift Vietnamese orphaned babies to Australia was praised by some and criticised by others. **Propose** two arguments in support of this program and two against it.

3 Use the text in this topic on Vietnamese 'boat people' to **summarise** the characteristics that such people demonstrated in their attempts to find a new life in Australia.

Evaluate and create

4 One of the first five Vietnamese people to arrive by boat in Darwin on 26 April 1976 was Lam Tac Tam. In 2013 he took part in an interview to mark the 35th anniversary of his arrival in Australia. The interview can be found on the SBS website, via the link in your obook pro. Read the interview and in pairs, **discuss** the following:

a What does the interview tell you about the difficulties that the refugees faced?

b How were the refugees received in Australia? How does this compare with attitudes to boat arrivals today?

c Was there anything that you learnt through the interview that surprised you?

Quiz me!
A quick quiz on immigration and 'boat people'

Weblink
Anniversary of first Vietnam boat marked

16.13 Australia's growing relationship with South-East Asia

In this topic, you will:

» explore changes over time to Australia's view of Asia.

At the end of World War II, Australians still felt more closely aligned with Britain than with Asia. Australia has had a history of suspicion towards its Asian neighbours, dating back to the gold rush days of the 1850s.

During the 1950s, many Australians still felt threatened by the possibility of an Asian invasion, which had been heightened by Japan's show of military strength during World War II and the communist takeover in China in 1949. The **White Australia Policy** was still firmly in place, and the vast majority of postwar immigrants came from Britain and southern or eastern Europe. Britain was still seen by many as the 'Mother Country', and the visit of the Queen in 1954 saw one of the largest celebrations that the nation had experienced.

White Australia Policy a term used to describe a series of government policies introduced after Federation in 1901 that prevented 'non-white' immigrants from settling in Australia, instead favouring those from certain European nations (especially Britain); these policies were progressively overturned between 1949 and 1973

baby boomers people born between 1946 and 1964; this was the time when there was a spike in birth rates after World War II (known as a baby boom)

Changing attitudes

Despite this dominant European focus, Australians were increasingly forced to recognise the country's position in the Asia–Pacific region. Even before the Vietnam War, the wars and conflicts in Korea, Malaysia and Indonesia had turned the attention of the government and the military towards the local region.

By the late 1960s, Australians had experienced a decade of further change. The generation born after World War II – the **baby boomers** – was growing up and had more progressive ideas about gender, race, human rights, war and peace. Views were changing about the role of women, and there was a relaxation of the White Australia Policy under Harold Holt's government. The campaigns against conscription and the Vietnam War led some to question the role of government and also contributed to greater political awareness.

These changes played a role in the election of Gough Whitlam's government in 1972 – the first Labor government in Australia in 23 years.

Source 13 The 29th gathering of APEC leaders in Vietnam, November 2017

The Whitlam government established diplomatic relations with China and the unified government in Vietnam. The White Australia Policy was officially ended and Australia began to welcome immigrants from Asia, including Vietnamese refugees. As a result, Australian society became much more culturally diverse. A new era of cooperation and trade with Asia was also established and Australia became a member of the Asia-Pacific Economic Cooperation (APEC), firmly placing itself as a part of Asia.

Today, China is Australia's most important trading partner and one of our largest sources of tourism. Asian countries are also among the most popular destinations for Australian tourists, and hundreds of thousands of Asian students come to Australia each year to complete their education.

The legacy of the Vietnam War

It is now almost 50 years since the last Australian soldiers left Vietnam, and since the conscription policy was terminated. The White Australia Policy is officially over, and Vietnamese immigrants form a vital and respected part of Australian society.

However, many of the issues that characterised the Vietnam War period continue to resonate today. Some people are still wary of immigrants who do not fit the 'traditional Australian' mould; and since the late 1990s, there has been growing suspicion and negativity about refugees and asylum seekers who arrive on Australia's shores, especially by boat. Prime Minister John Howard said in his 2001 re-election speech: 'We will decide who comes to this country and the circumstances in which they come.'

Quiz me!
A quick quiz on Australia's growing relationship with South-East Asia

Source 14 This 2001 cartoon by Bill Leak depicts John Howard as Captain Cook, arriving in Australia.

Issues such as **multiculturalism**, the flag and the republican movement are still debated in Australia. It appears that a significant percentage of the population – mainly, but not exclusively older Australians – still clings to the notion that Australia is predominantly a British nation.

multiculturalism
the idea that several different cultures can coexist peacefully and equitably in a single country; a policy of multiculturalism aims to achieve a society in which a range of different cultures are made to feel included, accommodated and protected by law

16.13 CHECK YOUR LEARNING

Review and understand

1. Using evidence, **outline** why Australia could be considered to have a history of suspicion towards Asian immigration.
2. **Describe** how Australia's relationship with Asia changed from the late 1960s through to the 1970s.
3. **Summarise** the social changes that took place in the 1960s that led to new attitudes towards war, race, gender and human rights.

Apply and analyse

4. Thousands more people seeking asylum arrive in Australia by plane than by boat. Many of these people arrive on visitor visas, and then seek to stay on. However, 'boat people' are still regarded with more suspicion and hostility. How do you **explain** the different attitudes towards these two groups?
5. **Analyse** Source 14. Use the following questions as the basis for your analysis:
   - **Explain** the context for this cartoon (that is, explain what had been happening that prompted Bill Leak to draw this particular cartoon).
   - What points is the cartoon making and what techniques are used to make these points?
   - How effective do you think this cartoon would have been in reinforcing or changing attitudes?

Evaluate and create

6. 'The twenty-first century will be Australia's Asian century.' **To what extent** do you agree with this? A lot (strongly), a little bit (somewhat) or not at all? Write a short paragraph explaining your position, or discuss your position in small groups.

16C RICH TASK

SBS and the *Thoi Su* controversy

Source 18 The SBS logo

A large proportion of Vietnamese Australians are either refugees or are related to the refugees who fled to Australia after the collapse of the South Vietnamese Government in 1975.

Many of them are still haunted by the persecution they endured from the communist government. In October 2003, the Australian multicultural broadcaster Special Broadcasting Service (SBS) began screening a Vietnamese-language news service, *Thoi Su* (which translates as 'current affairs'). The 35-minute bulletin was produced by the Vietnamese state-controlled VTV4.

On 16 October 2003, the *Herald Sun* published an opinion piece by Vietnamese Community in Australia (VCA) National President Trung Doan, who criticised SBS for acting as a mouthpiece for state propaganda from the Vietnamese Government. Over the following two months, thousands of Vietnamese Australians protested outside SBS's offices in Melbourne and Sydney to demand an end to the *Thoi Su* broadcasts. VCA delegations visited the offices of at least 20 members of parliament.

SBS initially resisted the complaints. Appearing before a Senate committee, SBS Managing Director Nigel Milan argued for editorial independence and suggested that VCA and the 'no' campaign did not represent the majority of the Vietnamese community. In December 2003 SBS conceded to pressure and withdrew *Thoi Su* from broadcast.

Source 15

SBS TV's target audience are Vietnamese Australians, the great majority refugees or their reunited relatives. Many were among the one million put into labour camps when Saigon fell, or the millions whose houses and other properties were confiscated by the regime. They do not have to go far to see their former tormentors' faces and propaganda – it's right there, in their home.

> … I have met and heard of scores of non-viewers around Australia who have lost sleep or had nightmarish flashbacks just because they know the program is there.

Extract from Trung Doan, 'Every Day SBS Twists the Knife', *Herald Sun*, 16 October 2003

Source 16

Mr Milan: It is a bit hard to say in terms of individuals because the no campaign is highly organised. There are coupons to cut out on the front of the Vietnamese language newspapers and send in to SBS, whereas the yes campaign is –

Senator Conroy: Are you suggesting that this is like *TV Week* – one person is cutting out 10 coupons and sending them in? Is that what you think is happening?

Mr Milan: Yes. The switchboard identified 23 calls from the same person on one evening. So it is quite an organised campaign. Up until this week, the numbers have been running substantially in favour of the no vote, probably on a 10 to one ratio, but since the demonstration and the issue getting broader community awareness, the yes vote is beginning to increase.

Extract from a meeting of the Senate Environment, Communications, Information Technology and the Arts Legislation Committee, 3 November 2003

Source 17

[SBS Television] really acted very much as a broadcaster, you know: 'We will determine what goes to air based on quality and our charter', and they never really talked directly to people. What the Vietnamese were trying to say was, 'We'd really like to talk before you put something like that on the air!' They're not saying, 'Never, ever put this on, or else!' They were trying to have a conversation with us.

Extract from Olya Booyar, SBS Radio presenter, in Ien Ang, Gay Hawkins and Lamia Dabboussy, *The SBS Story: The Challenge of Cultural Diversity*, UNSW Press, 2008, p. 43

KEY SKILL
Analysing sources

Identifying the origin, context and purpose of primary and secondary sources

While both primary and secondary sources are useful, sources will almost always reflect the perspective of the person who created them, as well as the attitudes and beliefs of the time in which they were created. All sources are affected by the author's own point of view, and in some cases an author may have been paid or forced to write in a particular way or persuaded to ignore certain facts. This is why historians must carefully analyse and evaluate sources. Historians need to identify:

- *origin* – what a source is, where it came from and when
- *context* – what life was like when the source was created
- *purpose* – why the source was created.

Follow these steps to identify the origin, context and purpose of a source:

Step 1 **Identify the origin:** To identify the origin of a source, ask yourself:
- What type of source is it?
- Who wrote, produced or made the source? What do I know about their age, gender, occupation, position in society or religious background?
- When was the source written, produced or made?
- How old is the source?
- Is the source an eyewitness account or was it written by someone at a later date?

Step 2 **Identify the context:** To identify the context of a source, ask yourself:
- What was life like when this source was created?
- What other events may have been happening at the time that might have influenced the author or source?
- What was the political environment like at the time the source was created?
- What sort of common prejudices and social norms existed at the time that may have influenced the author or the source?

Step 3 **Identify the purpose:** To identify the purpose of a source, ask yourself:
- Why was the source written or created?
- Was it designed to entertain, persuade or argue a point of view?
- Does the author have anything to gain personally from the source?
- Does it give a detached, balanced account?
- Were there political reasons for the creation of the source?

For more information on this key skill, refer to page 236 of 'The history toolkit'.

Practise the skill

1. In two or three sentences, **summarise** the *Thoi Su* controversy.
2. **Examine** Sources 15 to 17.
   a. **Determine** whether each source is supportive or critical of the SBS decision to air *Thoi Su*.
   b. Select one piece of evidence from each source that supports the view it is taking.
   c. State who was responsible for each source and **describe** the circumstances in which each source was produced.
3. **Explain** which of the sources you believe to be the most reliable and why.

Extend your understanding

1. The *Thoi Su* controversy spread outside the Vietnamese Australian community and led to arguments within the public at large both for and against its continued broadcast. Freedom of speech issues were part of the controversy. Write a letter to the editor presenting your opinion on the issue. Your argument should take into account the perspectives presented by both sides and should offer a final judgment as to the side you support.

16 CHAPTER REVIEW

Review questions

16A Why did Australia become involved in the Vietnam War between 1965 and 1973?

1 **Identify** the country that had colonised Vietnam by 1898. (1 mark)

2 **Outline** the theory that prompted Australia's involvement in the Vietnam War. (1 mark)

3 **Discuss** why the ANZUS Treaty was paramount (most important) in Australia's decision to enter the war. In your response, explore historical allegiances, geographical situation and ideological perspectives. (8 marks)

(Total: 10 marks)

16B What was the nature of Australia's involvement in the Vietnam War?

1 **Define** the term moratorium. (1 mark)

2 **Summarise** the main role and tactics of the Australian forces in Vietnam. (4 marks)

3 **Analyse** why the Battle of Long Tan is remembered as a tactical victory for the Australians and a setback for the Viet Cong. (5 marks)

(Total: 10 marks)

16C How was Australia changed as a result of the Vietnam War?

1 **Identify** when the the first Vietnamese 'boat people' arrived in Australia. (1 mark)

2 **Explain** one legacy of the Vietnam War on Australian society. (3 marks)

3 Using your knowledge of the Vietnam War, **summarise** how the end of the war affected Australians from different social groups (include veterans, refugees and the general population). (6 marks)

(Total: 10 marks)

Review activity

Read the text below, and answer the questions that follow.

Tiger Men – the Dega people

There are 54 ethnic groups in Vietnam. The biggest is the Viet (Kinh) people, who make up approximately 87 per cent of the country's population.

A large number of different ethnic groups live in the Central Highlands region. During the French colonial period, the French grouped these peoples into one, referring to them as 'Montagnards' (mountain people). Two of these ethnic groups are the Dega (or sometimes Degar) and Rhade people. Traditionally, they practised a religion based on animism (belief that all elements of the natural world have a spirit), although some converted to Protestant Christianity via the French missionaries. During the Vietnam War, many of the Central Highlands people were not inclined to fight for either the north or the south, as they had a longstanding history of ethnic rivalry with the Kinh people and wanted independence.

In 1962, Captain Barry Petersen, a 28-year-old Australian soldier, was sent by the American CIA (Central Intelligence Agency) into the Central Highlands to recruit and train the local people to fight the communists. Petersen was very successful, and the army grew into a strong guerrilla fighting force known as the 'Tiger Men' – due to their distinctive striped jungle camouflage uniforms and the snarling tiger-head badges that Peterson had had made for their berets, to make the various ethnic groups feel united. Petersen was also highly revered by his soldiers, who declared him a demi-god; and he in turn respected them greatly.

In 1964, the CIA told Petersen that it wanted the Tiger Men to be involved in a controversial new program against the communist forces, which would use torture and summary execution. Petersen refused. The CIA believed there was a 'cult of personality' around Petersen (meaning that he was idealised, or worshipped) and wanted him removed from his position. After a period of time, he was.

Source 19 Petersen (centre) and members of the Montagnard Truong Son Force, some in traditional dress

Source 20 Petersen in traditional dress

1 **Identify** the ethnic group that makes up 87 per cent of Vietnam's population. (1 mark)

2 **Identify** the overarching term used for the 'mountain people' of Vietnam and who gave them this name. (2 marks)

3 **Explain** how conflict between the Dega and Kinh people affected the Vietnam War. (3 marks)

4 Identify Barry Petersen's rank, and **explain** why he was sent to work with the Dega people. Include the CIA's motivation for sending him. (4 marks)

5 In a paragraph, **evaluate** why Petersen was successful in his role, and why he came into conflict with the CIA. (10 marks)

(Total: 20 marks)

Check your Student obook pro for these digital resources and more:

Student book questions
Chapter 16

Key skill worksheet
Communicating & reflecting: Chapter 16

Quizlet
Play a game of Quizlet on The Vietnam War.

Chapter review quiz
Chapter 16

UNI QLO
UNI QLO
H&M
H&M
Little Sparrow

PART 3

Economics and business

Skills

Chapter 17 The economics and business toolkit 446

Economics and business

Chapter 18 Measuring the performance of Australia's economy 454

Chapter 19 Economic standards 470

Chapter 20 The business environment 486

CHAPTER 12

The economics and business toolkit

Economics examines the connections between people, business and government, both here in Australia and globally. It is about how we produce goods and services to satisfy the needs and wants of everyone using the limited resources available, and how we can manage these resources in a way that is sustainable.

To coordinate and organise these processes, we have an economic system that is modelled on how a market works. A business produces goods or provides a service in exchange for money, and it can be as small as one individual or as large as a multinational company. As consumers, individuals make choices about what to buy and use, as well as how they will earn an income to buy products by participating in the workforce.

As a student of economics and business, you will explore the skills necessary to help you better understand a constantly changing world and how you might participate in the global workforce.

Source 1 Economic skills enable us to study how people, organisations and governments satisfy people's needs and wants with limited resources.

17A

What are the economics and business skills?

17.1 Economics and business skills

A great way for economics and business students to develop their skills is by using real-life examples to help generate questions, interpret information and argue their points of view. They also learn through experience, where they make use of role-plays, simulation games and enterprising activities that provide an opportunity to be innovative, show leadership and display the ability to make wise business decisions.

Studying economics and business requires you to ask a range of questions and analyse information to find out more about an issue. You will learn to question and research information by asking 'what', 'why', 'when', 'who' and 'how' to uncover the truth. You will learn to weigh up the costs and benefits of an economics or business proposal, make recommendations and communicate your conclusions.

Source 1 The skills used while studying economics and business

Asking questions and conducting research	• Developing questions and hypotheses about an economic or business issue, then planning and conducting research • Gathering relevant and reliable data and information from a range of sources
Analysing sources	• Analysing data in different formats to explain cause-and-effect relationships, make predictions and illustrate alternative perspectives
Reasoning and decision making	• Generating a range of viable options in response to an economic or business issue, using cost–benefit analysis and appropriate criteria to recommend and justify a course of action and predicting the potential consequences of the action • Applying economics and business knowledge and skills in familiar, new and hypothetical situations
Communicating and reflecting	• Presenting arguments and evidence-based conclusions in a range of formats using economics and business conventions, language and concepts • Reflecting on the intended and unintended consequences of economic and business decisions

Source 2 Work experience or a part-time job working in a local business can provide great insights and opportunities for economics and business students.

17.2 Asking questions and conducting research

Developing questions

Economics and business students ask questions. They seek out economic and business cases, and try to learn from mistakes made in the past and avoid such mistakes in the future. They also check facts and look at the arguments for and against a certain issue before reaching their own conclusions. When they state their own viewpoint, they support this with evidence such as statistics, cases from the past, quotes and sound reasoning.

Gathering data and information

Although books and newspapers are valuable sources of information, most research today is conducted online. To ensure that sources gathered online are accurate, reliable and relevant, a number of guidelines should be followed:

- Search engines such as Google are useful, but the material found on websites suggested by search engines may not be reliable, or may contain inaccuracies or misleading information, or be out of date. When using search engines, define your search by using keywords.
- A reliable way of searching for sources is to use sites linked to educational institutions, government departments, reputable companies and universities. A quick way of telling if a site is reputable is to look at the suffix of the domain name, which is part of the URL (internet address). Some of the most common domain suffixes are listed in Source 3.
- Avoid blogs posted by unknown individuals. If you find information relevant to your investigation on a blog or social media site, always verify it by using a more reliable source.
- Never copy information from the internet straight into your own work. Taking someone else's work and ideas and using them as if they were your own is plagiarism.

Source 3 Guidelines for determining the reliability of websites

Domain suffix	Description
.edu	• The site is linked to an educational institution, such as a university or school. • These sites are generally very reliable.
.gov	• The site is linked to a government institution, e.g. the RBA (Reserve Bank of Australia). • These sites are generally very reliable.
.net	• The site is linked to a commercial organisation or network provider. • Anyone can buy a domain name with this suffix, and generally nobody regulates the information posted on the site. As a result, these sites can be unreliable.
.org	• The site is linked to an organisation. • Usually, these organisations are not-for-profit, e.g. the UN (United Nations). • If the organisation if reputable and can be contacted, this generally means that the information provided has been checked and verified by that organisation. • You need to be aware of any special interests that the organisation may represent (e.g. particular political, religious or commercial interests), as this may influence what it has to say on an issue.
.com	• The site is linked to a commercially based operation and may be promoting certain products or services, e.g. banks. • Domain names with this suffix can be bought by anyone, so the content should be carefully checked and verified using another, more reliable source.

Nature
What is the source?

Origin
Who created the source?
When was it created?

Purpose
Why has this source been created?
Who is the intended audience?

Source 4 Factors to identify when researching a source

In your research, you may collect information from two types of sources:

- *Primary sources* are from the time or event being investigated; they include interviews, and official documents such as laws and census data.
- *Secondary sources* are about the time or event being investigated and were created later; they include data analysis and newspaper articles.

It is important to be able to distinguish between the two types of sources, and to identify the origin, purpose and context of a source.

KEY SKILL
Asking questions & conducting research

Assessing sources

Research involves finding factual information or different perspectives on a topic. For instance, we may want to research the the profitability of a business we use (see Sources 5 and 6 on McDonald's).

Step 1 Identify the nature, origin and purpose of the source. Is it a primary or secondary source?

Step 2 Assess if the source is reliable and trustworthy. Stay away from blogs or forums, as they may not be reliable.

Step 3 Assess whether the source is biased. Some sources may contain factual information, but may also contain emotive statements that reflect the perspectives of different groups in society. You can still use the source; it can be useful if your research covers varying viewpoints.

Practise the skill

1. **Identify** the nature, origin and purpose of Sources 5 and 6.
2. Are Sources 5 and 6 trustworthy?
3. How could you determine if these sources are biased?
4. **Predict** what the revenue figure for 2020 might look like given the extract below.

Source 5 2017–19 statistics on McDonald's global assets and revenue

Year	Total assets (in billions)	Revenue (in billions)
2019	$32.811	$21.076
2018	$32.811	$21.025
2017	$33.804	$22.820

Source: MoneyAustralia website, September 2021

Source 6

McDonald's Australia profit gets bitten by Chicago

McDonald's grew its Australian revenue in 2020, despite being forced to temporarily close many of its restaurants ...

... Drive-throughs and a new home delivery service were credited by McDonald's Australia chief executive Andy Gregory with 'offsetting challenging COVID-19 market operating conditions', in accounts lodged with the corporate regulator last month.

Those accounts showed that McDonald's Australia, which operates about 150 McDonald's restaurants in Australia and is franchisor for over 850 more, grew revenue 2.5 per cent to $1.72 billion in [the calendar year] 2020.

Extract from *Financial Review*, 6 May 2021

Check your learning
Log onto your obook pro to complete the questions for topic 17.2.

17.3 Analysing sources

Interpreting data

Economics and business students use charts, statistical tables, case studies, interviews and simulation games to help identify the cause of a problem or event and its likely outcome or effects. For example, the decline in demand for mining commodities such as coal, iron ore, zinc, nickel, copper and bauxite (the cause) has led to unemployment (the effect) in some parts of rural Australia. This is an example of a **cause-and-effect relationship**. Economics and business students also analyse data to identify patterns and relationships and make predictions.

cause-and-effect relationship
the link between what causes an action and the outcome of that action; an appreciation of the fact that events that take place (both short term and long term) are linked and can have impacts on people and places for many years to come

In economics and business, the answer to a question may not always be black or white; it may be many shades of grey. This is because it is a subject area where there are a number of alternative perspectives. For example, there are many reasons why youth unemployment is higher than the general rate of unemployment in Australia, and statistics may not provide all the answers. Numerous issues require you to weigh up alternative perspectives, all of which may be valid.

KEY SKILL
Analysing sources

Calculating income taxes

Analysing sources involves interpreting information to identify key points. Being able to interpret information from charts, graphs and tables is an important skill to develop when studying economics. Analysing data from these sources allows us to identify and explain relationships and trends.

The data in Source 7 shows the Australian income tax brackets for the 2020–21 financial year; that is, from 1 July 2020 to 30 June 2021. The text in the 'tax on this income' column shows the amount of tax a person pays for every dollar they earn. The more income a person earns, the higher their rate of tax.

Practise the skill

1 **Calculate** how much income tax each of these people will pay, using the income tax brackets in Source 7.
   - **a** Cecilia is a university student who earns $18 000 a year in her part-time job.
   - **b** Samantha is a dentist who earns $220 000 a year.
   - **c** Rafael is a teacher at a secondary school. He earns $100 000 a year.

Source 7 Australian income tax brackets for the 2020–21 financial year

Taxable income	Tax on this income
0–$18 200	Nil
$18 201–$45 000	19 cents for each $1 over $18 200
$45 001–$120 000	$5092 plus 32.5 cents for each $1 over $45 000
$120 001–$180 000	$29 467 plus 37 cents for each $1 over $120 000
$180 001 and over	$51 667 plus 45 cents for each $1 over $180 000

Source: ATO

Check your learning
Log onto your obook pro to complete the questions for topic 17.3.

17.4 Reasoning and decision making

Evaluating alternatives

In an economics or business situation, there will usually be more than one way to solve a problem or find the right solution. Before examining possible options, you must first do some preliminary work to find out about the topic. Read widely, consult your textbook, conduct research online and find out what experts say about the issue or question you are examining. Write a summary, and then refine your notes by writing a list of all the options. Next to each option, write the advantages and disadvantages or costs and benefits, and then delete those that are weak. Concentrate on the stronger options, and either make a decision about which one is best or conduct further research before deciding what is the best option.

Applying strategies to resolve economics and business issues

Reading about economics or business in your textbook or using online resources can only teach you so much. Applying knowledge to a real business situation is a valuable experience, and there are a number of ways you can do this:

- Talk to someone in business about their experiences to see how the things you have learnt in class apply in real life.
- Observe the world around you. When you next go shopping think about some of the things you have been studying, such as customer service, competition, **marketing** techniques and types of businesses.
- Try coming up with your own innovative business idea, and discuss it with others.
- Use opportunities to role-play or play simulation games as a chance to hone your skills and put what you learn into practice.

marketing
activities that businesses undertake to promote the buying or selling of products

Source 8 Talking to people in business will give you valuable insight into their experiences.

Check your learning
Log onto your obook pro to complete the questions for topic 17.4.

17.5 Communicating and reflecting

An important skill in economics and business is the ability to be able to communicate your thoughts and findings. You can present your findings in many ways, such as through multimedia presentations, posters or reports. Whichever format you decide to use, it is a good idea to include these features:

- an introduction – explain your question and define key terms
- an explanation of what research you did – why did you use the particular sources you chose?
- an explanation of your results – you might like to present your results as graphs or tables
- a conclusion – explain how you came to the conclusion you reached
- a proposal for action – what needs to be done now? Predict the consequences of your proposal.

When presenting your findings, remember that a common language is used in economics and business, just as it is in science and mathematics. Source 9 defines some commonly used terms. Additional economics and business terms can be found in the glossary at the end of this book, and are also defined throughout the chapters.

Quizlet
Become familiar with economics and business terms by reviewing them on Quizlet.

product
an item (either a good or service) that is offered for sale

small businesses
businesses that employ fewer than 20 people, according to the Australian Bureau of Statistics

Check your learning
Log onto your obook pro to complete the questions for topic 17.5.

Source 9 Some useful economic and business terms

Business	activity that involves producing goods or providing services in exchange for money
Cost–benefit analysis	estimating what will need to be paid (costs) and what possible profits will be derived (benefits) from a business proposal
Economics	the study of how people produce, consume and share wealth
Gross Domestic Product (GDP)	the total monetary value of all the goods and services produced by a country over a specific time period (usually a year)
Interest rate	the amount a borrower must pay to a lender for the use of assets such as money – usually expressed as a percentage of the total amount borrowed
Investing	putting money into shares, property or other financial schemes in the hope of making a profit
Opportunity cost	what we miss out on when making a choice
Unemployment rate	the percentage of people in the labour force who are actively seeking employment but cannot find work

Reflecting on the consequences of alternative actions

The decision to change a **product**, alter the price of a product or undertake a marketing campaign can lead to business success or failure. According to the Australian Bureau of Statistics, more than 60 per cent of **small businesses** close within three years of starting out. Good business planning and research, and reflecting on previous experiences, can provide a valuable guide for future business success.

Source 10 Businesses can be affected by external forces, such as the coronavirus pandemic, which caused many businesses to shut down either temporarily or permanently due to government restrictions.

CHAPTER 18

Measuring the performance of Australia's economy

If you were planning to go for a walk and saw a weather report that severe weather was expected in your area, would you change your plans in any way?

Many people would – and it is the same with an economy.

Economists study the relationships between the resources that an area has and what it is able to produce. It is important to measure the performance of Australia's economy to be able to see what lies ahead, as well as any changes that should be made.

The performance of an economy can be measured in many ways. For example, rates of production and employment levels, as well as the price of goods and services, can be signs of how well an economy is performing.

Source 1 Increased rates of production and levels of employment can be indicators that an economy is performing well.

18A

How is the performance of the Australian economy measured?

18B

How well does the Australian economy perform compared with other economies around the world?

18.1 Measuring growth – GDP

In this topic, you will:

» examine GDP as an indicator of economic performance.

One way of measuring your performance at school is checking how well you have performed on a test. One way of measuring the performance of the economy is checking **Gross Domestic Product (GDP)** figures. If GDP increases, we know that the economy is growing. If GDP decreases, we know the economy is contracting, or shrinking.

Understanding GDP

Let us look at the term 'Gross Domestic Product' in more detail:

- 'Gross' means that tax or other deductions are not taken into account when calculating GDP. GDP is a measure of value before these are deducted. For example, machinery decreases in value over time due to wear (known as **depreciation**), but this is not taken into account when calculating GDP.
- 'Domestic' refers to production within a country, such as Australia.
- 'Product' refers to **goods** (such as bread, mobile phones and clothes) and **services** (such as haircuts, tax returns and school fees). Only **final goods and services** are included when calculating GDP. For example, an apple pie is a final good because it is no longer being used to produce another good.

Source 1 GDP is one way to measure economic growth in an economy.

Gross Domestic Product (GDP)
the total monetary value of all the goods and services produced by a country over a specific time period (usually a year)

depreciation
a reduction in value of an asset (such as a computer) over time due to wear and tear

goods and services
products made for consumers; goods are tangible products that can be touched; services are intangible products that cannot be touched but benefit the consumer in some way

final goods and services
goods and services that are at their furthest stage of production; that is, they will not be used to produce other goods and services

Source 2 Annual percentage change in real GDP for Australia, 2015–2020 (adjusted for inflation: see page 458)

Year	2015	2016	2017	2018	2019	2020*
Annual percentage change	2.3	2.8	2.4	2.8	1.8	–4.2

*IMF forecast from the January 2021 *World Economic Outlook* report

Source: IMF

Graph it!
GDP change in Australia

Why economic growth is important

The Australian Bureau of Statistics (ABS) releases its GDP figures every quarter (that is, every three months). It is the percentage change in GDP that makes the news and tells us whether the economy is growing. On a yearly basis, economists hope to see **economic growth** exceed 2 per cent.

Economic growth is important because if more goods and services are being produced, this means that more people are being employed (and paid wages) to make them. People are then able to spend their wages on a wider variety of goods and services that may improve their **living standards**. When economic growth falls, it means that there is a decline in the number of goods and services being produced, which usually means a decline in the number of people being employed, and the wages they are paid. In turn, this often means a decline in their living standards.

economic growth
an increase in the amount of goods and services produced, per person, within a specific period of time

living standards
the level of wealth, material goods, comfort and life necessities available to people living in a geographical area

An economic **recession** is where economic growth falls for two or more quarters in a row (that is, for six or more months). Australia has had five recessions since 1960: 1961, 1974–75, 1982–83, 1991–92 and 2020. A **depression** is more severe, and is classed as an extreme recession lasting two or more years. In a depression, economic growth falls, there is a decrease in the amount of money lent, a significant increase in unemployment, and little consumer confidence.

Limitations of GDP as a measure

At school, your test results alone do not always paint a true picture of your performance. Most of the time, good performance can only be assessed by looking at a range of different measures, such as your attitude and behaviour in class, and your relationships with your classmates. In a similar way, GDP alone does not accurately assess the true performance of the economy. In fact, producing more goods and services may have some undesirable environmental and social consequences.

Source 4 lists important factors for a worthwhile life. None of these factors are considered when calculating GDP.

Source 3 Boys collect bricks during the Great Depression. In mid-1932 almost 32 per cent of Australians were out of work. Many young people took up extremely low-paying and physically demanding jobs to help provide income for their families during these hard times.

Source 4 Important factors for a worthwhile life

Factors
Having enough leisure time
Spending time with family and friends
Contributing to the community
Having a job that you find rewarding
Enjoying nature
Having good health
Being in a pollution-free environment
Living in a society where income and wealth are distributed fairly

recession
when economic growth falls for two or more quarters in a row

depression
when economic activity is in decline over the long term

18.1 CHECK YOUR LEARNING

Review and understand

1. **Identify** what GDP stands for.
2. **Explain** one possible reason why we measure GDP.
3. **Outline** at least three factors that affect a nation's progress, but are not measured by GDP.
4. In your own words, **define** 'economic depression'.

Apply and analyse

5. **Summarise** the consequences of a depression.
6. **Explain** how you think producing more and more goods and services each year might affect our environment.
7. What percentage change in GDP do economists like to see? **Determine** (decide) why you think this is.

Evaluate and create

8. **Examine** Source 2. Why do you think there was a significant decline in GDP growth in 2020? Think about what events may have had an impact.
9. Refer to the Chart Pack at the Reserve Bank's website (a link is provided on your obook pro) and find the latest annual and quarterly GDP figures. **Examine** how GDP has changed since 2018. What trends can you identify?
10. **Create** a diagram or infographic showing how increases in GDP can lead to increased employment and improved living standards.

Weblink
Reserve Bank Chart Pack

18.2 Measuring price changes – inflation

In this topic, you will:

» examine inflation as an indicator of economic performance.

inflation
an increase in the general level of prices paid for goods and services over a certain period of time

consumer
a person who buys goods or services for personal use

Inflation occurs when there is an increase in the general level of prices paid for goods and services over a certain period of time. Usually we measure the change in prices on a yearly basis. Rising prices means the **consumer** must pay more for goods and services if they want to continue to consume the same amount and maintain their living standards. For example, $100 spent on goods and services in 1980 would cost $480.10 in 2020 (assuming an average inflation rate of 4 per cent over those 40 years). It must be remembered, however, that wages and salaries also increase. In 1980, the average weekly wage (before tax) was $275.60 and in November 2020 it was $1711.60. The Reserve Bank of Australia and Treasury have an inflation target of 2–3 per cent per year, so if the rate is not higher than that, inflation is considered low enough.

Reasons for inflation

One of the main reasons that prices rise is stronger demand in the economy for goods and services. If the demand is such that companies are unable to keep up with the demand for their products, this can lead to a shortage of goods and services. The result of this is that prices increase. Increased spending might be due to:

- consumers feeling confident about their income and employment in the future
- businesses feeling confident about the future – they may therefore expand their business operations, employ more staff and invest in better **capital equipment**
- trading partners demanding our exported goods and services
- relatively low **interest rates**, encouraging consumers and business to borrow more
- lower taxes and increased government spending.

Inflation may also occur due to increasing costs:

- If wages increase, this extra cost may be passed on to consumers as higher prices.
- Higher taxes and higher interest rates may lead to increased costs that businesses must bear.
- Businesses using imported raw materials may have to pay more if the value of the Australian dollar falls relative to other currencies.
- An increase in oil or energy prices can have a big impact on costs for many businesses.

capital equipment
physical items, such as vehicles, machines and computers, that are used in production

interest rate
the amount a borrower must pay to a lender for the use of money – usually expressed as a percentage of the total amount borrowed

Inflation winners

- **High-income earners** – people with jobs, whose incomes increase at the same rate or faster than inflation
- **Borrowers** – rising prices means it may be better to borrow with a fixed interest rate and purchase now
- **Importers** – the price of imported goods may be cheaper than the price of goods produced in Australia

Inflation losers

- **Low- to middle-income earners** – people on incomes that do not increase as fast as inflation, such as part-time workers, the unemployed and pensioners
- **Bank savers** – money sitting in the bank may not buy as much as it previously did due to price rises
- **Exporters** – as exported goods become more expensive, demand from overseas consumers will fall

Source 5 Higher inflation rates affect purchasing power. They have an adverse impact on some groups in our community. This means that some people benefit, while others do not.

How much do you pay for a cup of coffee?

CASE STUDY

As you have seen, inflation refers to the rise in the general level of prices, not just the price of a single type of good or service. Nevertheless, it is interesting to look at the price of frequently consumed items, such as a cappuccino.

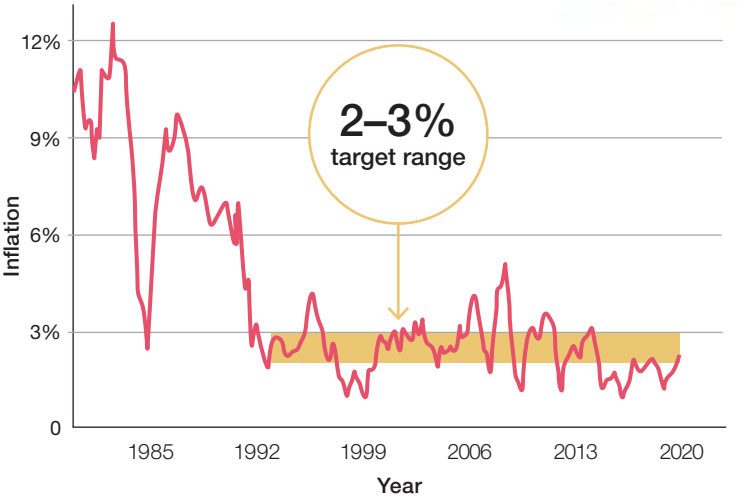
A Brisbane coffee machine supplier, Gilkatho, started a 'cappuccino price index' in 2003. It first began monitoring coffee prices in Brisbane in 2003, and now monitors prices in the major capital cities in Australia. In the last quarter of 2010, for example, the average price of a takeaway cappuccino in Melbourne was $3.15. By 2019, it was over $4. The most expensive place to buy a cappuccino is Darwin and the least expensive is Sydney.

The demand for coffee fell slightly in 2020 due to COVID-19 restrictions, with fewer people visiting cafes. The prices of particular blends of coffee – such as Arabica, which is more commonly served in cafes than consumed at home – decreased more significantly than others.

In the long term, increasing demand in emerging markets such as China, India and Brazil, as well as more frequent droughts brought about by climate change, are expected to push prices up.

Measuring inflation

The Australian Bureau of Statistics (ABS) measures inflation by using the **Consumer Price Index (CPI)**. The CPI measures the price change of a typical basket of goods and services purchased by Australian households every quarter. The CPI 'basket' includes goods such as food, clothing and furniture, as well as services such as health, insurance and education. The change in these prices from one quarter to another is referred to as the inflation rate. We therefore know the rate at which prices are changing in the economy.



Source: Graph compiled by the RBA, using data from the ABS

Source 6 The target range of inflation, as measured by the CPI

18.2 CHECK YOUR LEARNING

Review and understand

1. In your own words, **define** 'inflation'.
2. **Identify** the Reserve Bank's target inflation rate.
3. **Explain** how the ABS measures inflation.

Apply and analyse

4. **Determine** (decide) which of the following factors may contribute to an increase in inflation caused by strong demand. In each case, explain why or why not.
   - **a** Consumer confidence falls.
   - **b** Business confidence rises.
   - **c** Income tax is increased.
5. **Examine** Source 6 and describe Australia's inflation trend from 2015 to 2020.
6. **Explain** why people on the aged pension are more likely to be affected by higher inflation rates than employed people.

Evaluate and create

7. **Research** hyperinflation in either Zimbabwe or Venezuela. Write a 200-word paragraph describing how the economy and the people were affected.

Consumer Price Index (CPI)
a measurement of retail price changes of a constant basket of goods and services

Quiz me!
A quick quiz on inflation

18.3 Measuring participation – the unemployment rate

In this topic, you will:

» examine unemployment as an indicator of economic performance.

Think, pair, share

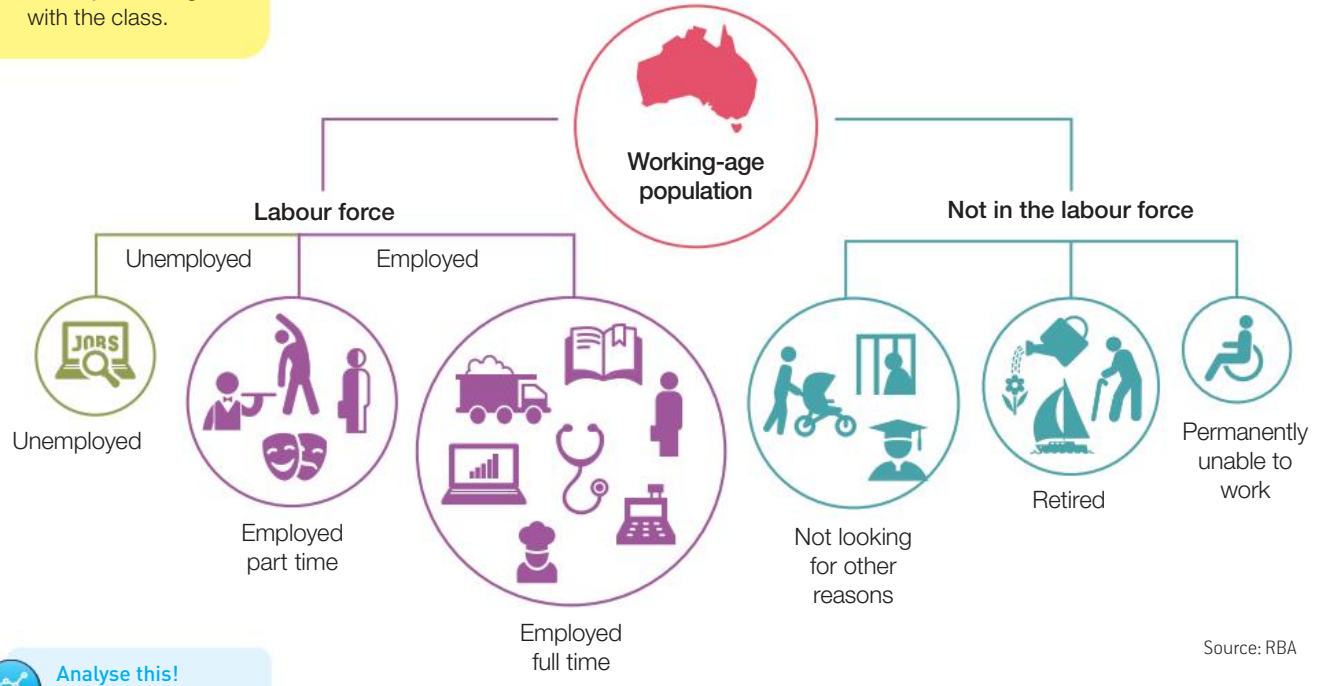
- Think about the groups of people who are not included in the workforce figures. Should they be?
- Discuss your ideas with a partner.
- Share your thoughts with the class.

According to the ABS, a person only needs to be employed for one hour per week to be considered 'employed'. This includes all Australians aged 15 years and over, from teenagers to older people.

The labour force, or workforce, is made up of both employed and unemployed people. People who are not included in the labour force figures include:

- children under 15 years of age
- retired people
- full-time students
- discouraged people (who have given up looking for work)
- home carers (people who stay at home to look after the house and children)
- people who are institutionalised (for example, in prisons and medical care homes)
- people in the military services.

Source 7 summarises those who are in the labour force and those who are not.



Source 7 The working-age population is made up of those in the labour force and those not in the labour force.

Analyse this! Unemployment in Australia

unemployment rate the percentage of people in the labour force who are actively seeking employment but cannot find work

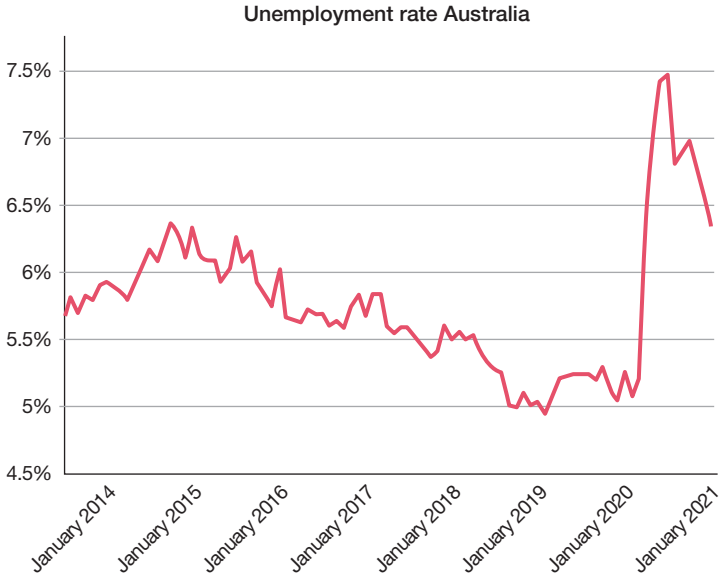
An important indicator of how well the Australian economy is performing is the **unemployment rate** – the percentage of people in the labour force who are unemployed.

When the total unemployment rate in Australia is high, the government collects less revenue in the form of taxes and must also pay more to assist the unemployed in the form of social benefits (for example, unemployment payments) and welfare programs (for example, social housing). There are, of course, a range of other social consequences associated with high unemployment rates, such as reduced living standards, loss of skills from the workforce, and the possible psychological effects of not working (such as depression).

Causes of unemployment

There are many causes of unemployment. When production or GDP is weak and spending in the economy has decreased, businesses may not hire new staff or may cut back on staff to save money and stay in business. Unemployment may also rise because of factors such as increased competition from overseas, making it difficult for Australian businesses to compete. Businesses may move their operations to other countries or may close down. Labour-saving technology may also be introduced, which may lead to unemployment, even if it is in the short term.

In 2020–21, the impact of the COVID-19 pandemic led to a spike in the unemployment rate in Australia (see Source 8). This was because government restrictions to limit the spread of the disease meant that many businesses, such as hospitality and retail, were unable to trade as normal, and there was no work for their employees.



Source: Data provided by the ABS

Source 8 Australia's unemployment rate fell from over 10 per cent in the early 1990s to under 5 per cent in the mid-2000s. In 2021, it sat under 7 per cent.

CASE STUDY

Will robots take our jobs in the future?

According to a study conducted at Oxford University, nations in the industrialised world, like Australia, could lose half of all jobs to automation. Automation is when a machine does the work of a human. It is already impacting the mining industry, where half of the iron ore in the Pilbara region is being transported by driverless robots. The big advantage to business of automation is the prospect of cutting labour costs and therefore remaining competitive on the world market.

The Royal Adelaide Hospital is one of Australia's most technologically advanced hospitals. It uses autonomous vehicles (AGVs) to deliver meals, using sensors to help navigate elevators and wards.

Some experts say that the advance in technology means that the type of work we do is changing. There will be fewer low-skilled jobs, but the opportunity to do higher-skilled work that robots cannot do will provide increased opportunities for some.

Source 9 Niska Robotic Ice Cream Bar in Melbourne is staffed entirely by robots.

18.3 CHECK YOUR LEARNING

Review and understand

1. Using Source 8, **describe** the trend in Australia's unemployment rate from 2015 to 2021.
2. **Identify** some of the social consequences of unemployment.
3. **Outline** three examples of where machines have reduced the need for labour.

Apply and analyse

4. **Explain** how unemployment affects government revenue.

Evaluate and create

5. **Discuss** why lower levels of production are likely to result in increased unemployment.
6. 'A business that does not take advantage of automation risks closing down and then no one will be employed in that business.' **To what extent** do you agree with this statement? A lot (strongly) a little bit (somewhat) or not at all? Write a paragraph to justify your response.

18A RICH TASK

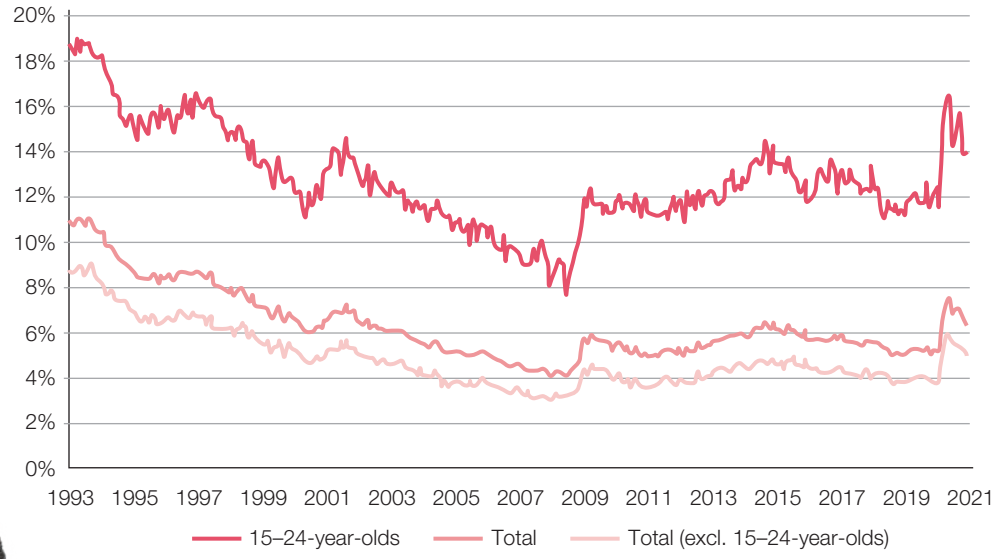
Quizlet
Revise the key terms you have learnt so far.

Youth unemployment

The youth unemployment rate in Australia is close to 14 per cent – that is, approximately double the general unemployment rate according to ABS figures released in 2021 (see Source 11). It includes all those aged 15–24 who are able and willing to work, but are not currently employed. Some geographical regions suffer higher rates of youth unemployment than others.

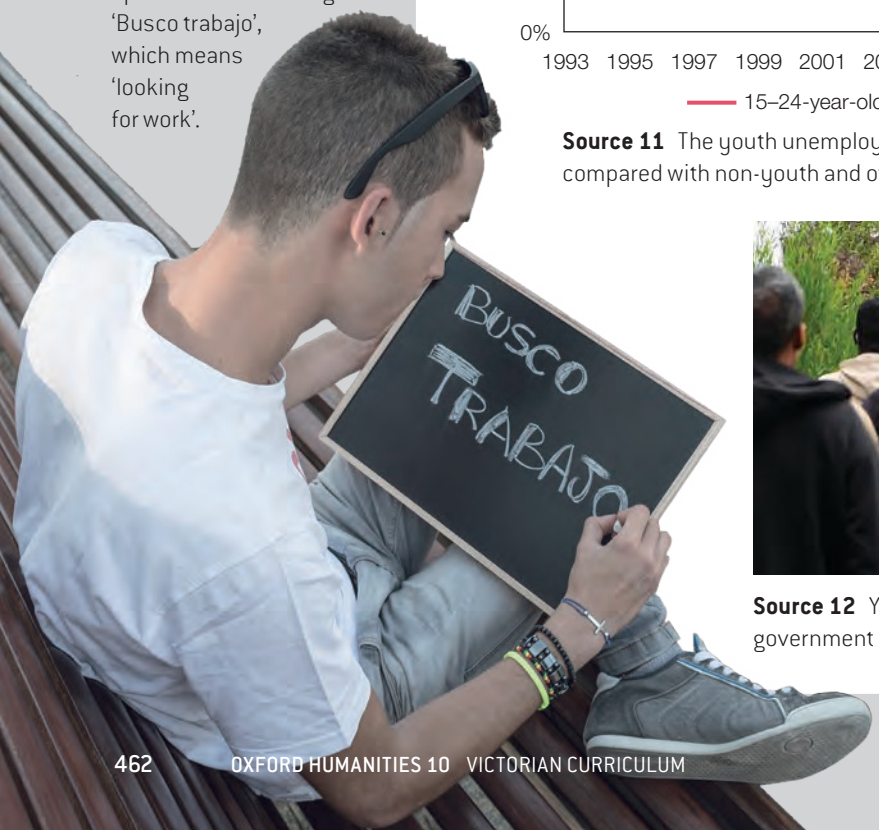
Technological change has contributed to youth unemployment. Jobs such as working on a cash register or becoming a sales assistant are no longer as plentiful as they once were. This has meant that many young people have found it difficult to 'get their foot in the door' and gain much needed work experience. Professor Phil Lewis at the University of Canberra says:

> Employers increasingly want people with skills and experience and that's a challenge for young people … A young person who leaves school in year 10 would be very lucky to find a job these days.



Source 11 The youth unemployment rate in Australia compared with non-youth and overall unemployment rates

Source: Data provided by the ABS



Source 10 Work builds not only a person's self-esteem, but also their bank balance and future. While youth unemployment in Australia is close to 14 per cent, in Spain this figure exceeds 31 per cent. This young Spanish man is writing 'Busco trabajo', which means 'looking for work'.

Source 12 Young Australians who are unemployed may be entitled to government payments through Centrelink.

KEY SKILL
Asking questions & conducting research

Formulating questions about an economic issue

Formulating questions is an important skill that will help you investigate an economic issue on your own. The questions that you generate will frame or direct the research that you then undertake.

Once you have established the economic issue you would like to explore, it is useful to generate one broad, overarching question to guide your inquiry. For example, if the economic issue was 'the problem of youth unemployment', the question posed might be: 'Why is youth unemployment a problem in Australia?'

After that, you need to generate more specific questions that are related to your overall inquiry question, including a mixture of question types.

Follow these steps:

Step 1 Identify the economic issue you wish to explore.

Step 2 Decide on your broad, overarching question.

Step 3 Generate some closed (or simple) questions; for example: 'Are young people more likely to be unemployed than those in higher age brackets?'

Step 4 Generate some open (or probing) questions; for example: 'What are the consequences of youth unemployment?'

Step 5 Generate some questions that relate to the evidence surrounding the issue; for example: 'What evidence is there that confirms youth unemployment is rising?' 'What other sources might be needed?'

Use a table, similar to the one in Source 13, to guide you through the process of formulating questions. Remember to include a mix of the three question types discussed.

For more information on this key skill, refer to page 449 of 'The economics and business toolkit'.

Source 13 Process for formulating questions about an economic issue

1. Devise an overarching inquiry question	
2. Make a list of what you already know about this issue and then formulate sub-questions related to each point:	
Point 1	Sub-questions related to point 1
Point 2	Sub-questions related to point 2
Point 3	Sub-questions related to point 3
3. Make a list of what you do not know about this issue and then formulate sub-questions related to each point:	
Point 4	Sub-questions related to point 4
Point 5	Sub-questions related to point 5
Point 6	Sub-questions related to point 6

Practise the skill

1 Choose one of the following issues about youth unemployment, or propose one yourself:
- the social impact of youth unemployment
- the economic impact of youth unemployment
- solutions to youth unemployment
- problems caused by youth unemployment.

Now that you have chosen an issue, formulate an overarching question and fill in a table, similar to Source 13. **Research** to find out the answers to the questions you have proposed.

Extend your understanding

1 Do you know anyone who has experienced youth unemployment? It could be a friend, sibling or classmate – or even yourself. Ask them about their experiences and write a short description about what problems they (or you!) faced finding work and what the consequences were.

18.4 How Australia's economy compares

In this topic, you will:

» compare Australia's economic performance to other countries.

The performance of an economy is sometimes measured by how well it compares to other economies around the world. Australia ranked thirteenth in the world in terms of GDP in 2019 but it is still a relatively small economy, responsible for around 2 per cent of the world's production. Let us look at how well Australia compares with other countries in terms of achieving low unemployment and inflation rates, and higher economic growth.

Source 2 Australia's long period of uninterrupted economic growth contributed to the boom in high-rise building for offices and apartments, particularly in cities such as Melbourne.

Unemployment

Leading up to 2020, the unemployment rate in Australia was generally higher than that of its major trading partners (see Source 1). In 2020, however, Australia's unemployment rate was significantly surpassed by those of the United States and India, which experienced even greater economic difficulties as a result of the COVID-19 pandemic. In 2020 Australia's unemployment rate was still below the **OECD** average, which fluctuated between 7 and 8 per cent.

Source 1 Unemployment rates for Australia and its major trading partners

	2015	2016	2017	2018	2019	2020*
Australia	6.0	5.7	5.6	5.3	5.1	6.9
China	4.1	4.0	3.9	3.8	3.6	3.8
India	5.0	5.5	5.4	5.3	5.3	9.1
Japan	3.4	3.1	2.8	2.4	2.4	3.3
UK	5.4	4.9	4.4	4.1	3.8	5.4
USA	5.3	4.9	4.3	3.9	3.7	8.9

Source: IMF World Economic Outlook Database (October 2020)

*Figures from 2020 are estimates and are subject to change.

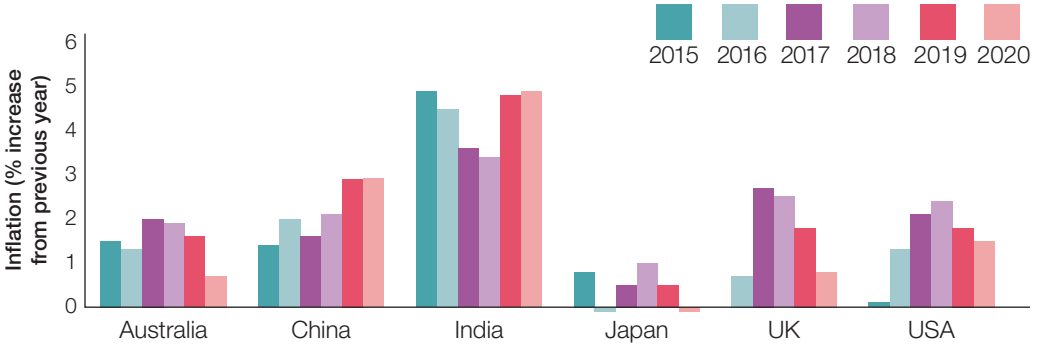
Note: These unemployment rates indicate the percentage of the labour force that is unemployed and are seasonally adjusted. This means the data has been corrected to allow for some sort of comparison.

OECD
the Organisation for Economic Co-operation and Development, which consists of 30 member countries that discuss and promote economic and social policy

Key skill worksheet
Analysing sources: Comparing Australia's economy with other countries

Inflation

Australia and trading partners such as China and the United States have experienced relatively low levels of inflation in recent years. Source 3 shows the inflation rate for selected countries.



Source 3 Inflation rates for selected countries, 2015–20

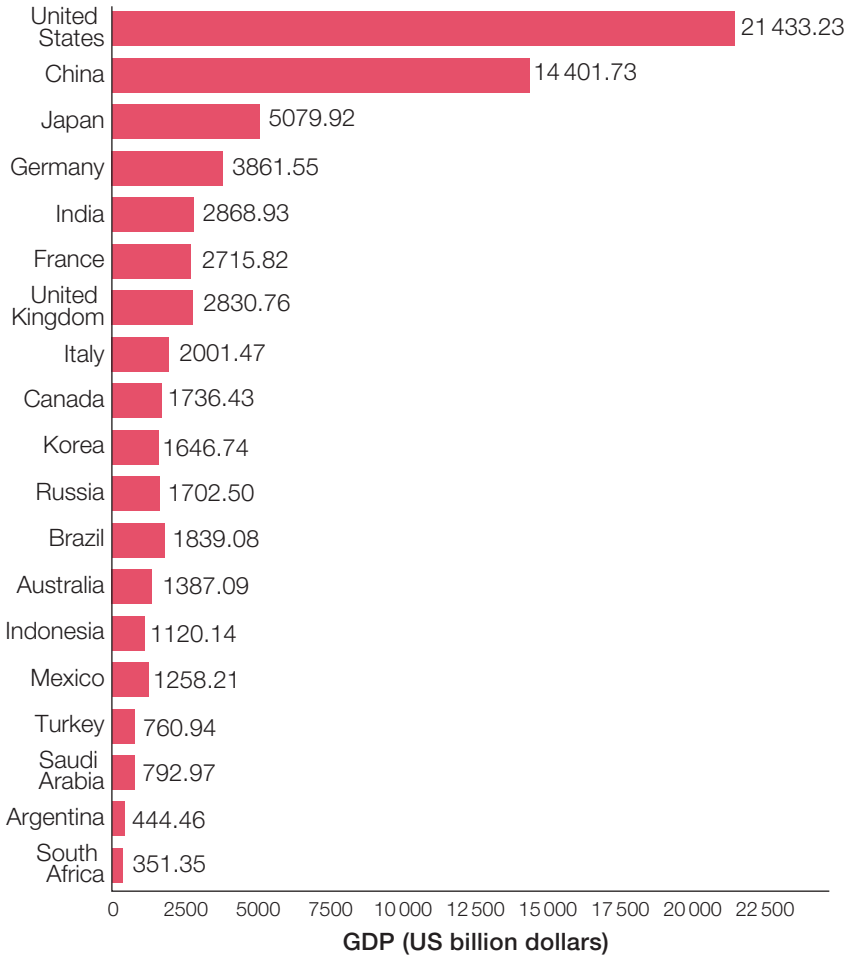
* Figures from 2020 are estimates and are subject to change.

Source: IMF World Economic Outlook Database (October 2020)

GDP

Up until 2020, Australia had experienced uninterrupted economic growth since its last recession in 1991–92. This growth set a record that has not yet been equalled by any other developed nation in the world. During the Global Financial Crisis of 2007–08 (a time when many businesses collapsed and consumer confidence was very low), GDP fell in many developed countries. Australia was one of the few nations that still experienced positive economic growth.

Australia's economy is recovering from the 2020 recession, and it is forecast that it will continue to do so, with its GDP forecast to increase between 3 and 4.5 per cent in 2021.



Source: Data from the IMF *World Economic Outlook* report, October 2020

Source 4 The GDP of G20 nations in 2019; the G20 is a group of nations that are considered important to the global economy due to factors such as their size, impact on trade and regional importance.

18.4 CHECK YOUR LEARNING

Review and understand

1 **Identify** how Australia's GDP compared with other G20 countries in 2019.

Apply and analyse

2 Using Source 1, **compare** Australia's unemployment rate to its major trading partners in 2019.

3 Is Australia a large economy by world standards? **Justify** (give reasons for) your answer.

4 **Analyse** Source 3.

   a Which country had the highest rate of inflation from 2015 to 2020, and which had the lowest?

   b Which country has come closest to achieving a steady rate of inflation in the 2–3 per cent range that the Reserve Bank of Australia sets as its target?

Evaluate and create

5 **Evaluate** how the performance of the Australian economy in 2019 compared to the performance of other countries. Write a short analysis based on your reading.

Source 5 When prices rise, we can no longer buy as much as we previously did for the same amount of money.

18B RICH TASK

Understanding Australia's economic growth

Quizlet

Revise the key terms you have learnt so far.

Australia's strong record in economic growth has largely depended on the fact that it has abundant natural resources. Natural resources include such things as fossil fuels, minerals, forests, farmland and fisheries. The unfortunate side effect of this is that these resources become depleted over time and their extraction can cause environmental damage.

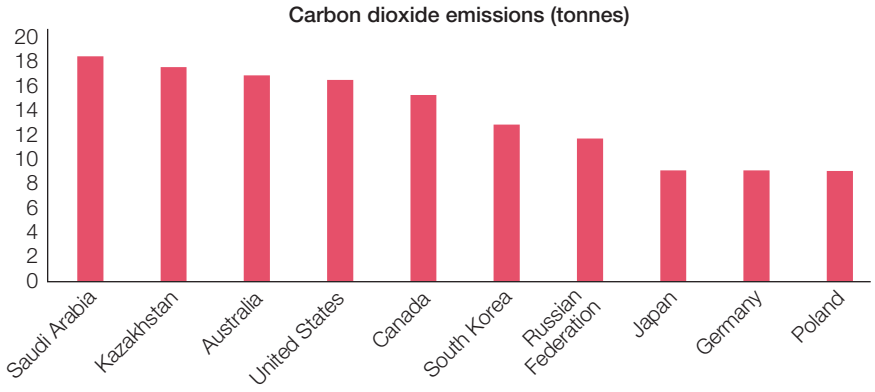
The Happy Planet Index (HPI), developed by the New Economics Foundation, attempts to measure factors that are crucial to the progress of societies but are not captured by GDP. These factors include wellbeing, life expectancy, inequality and ecological footprint. According to Nic Marks, creator of the HPI:

> The Happy Planet Index provides a compass to guide nations, and shows that it is possible to live good lives without costing the Earth.

In the most recent HPI, Australia ranked 105th out of 140 nations due to its huge carbon footprint per capita. Bhutan, on the other hand, is the world's only carbon-negative nation. It ranks 56th on the HPI and has adopted Gross National Happiness (GNH) instead of GDP as its primary measure of economic performance.

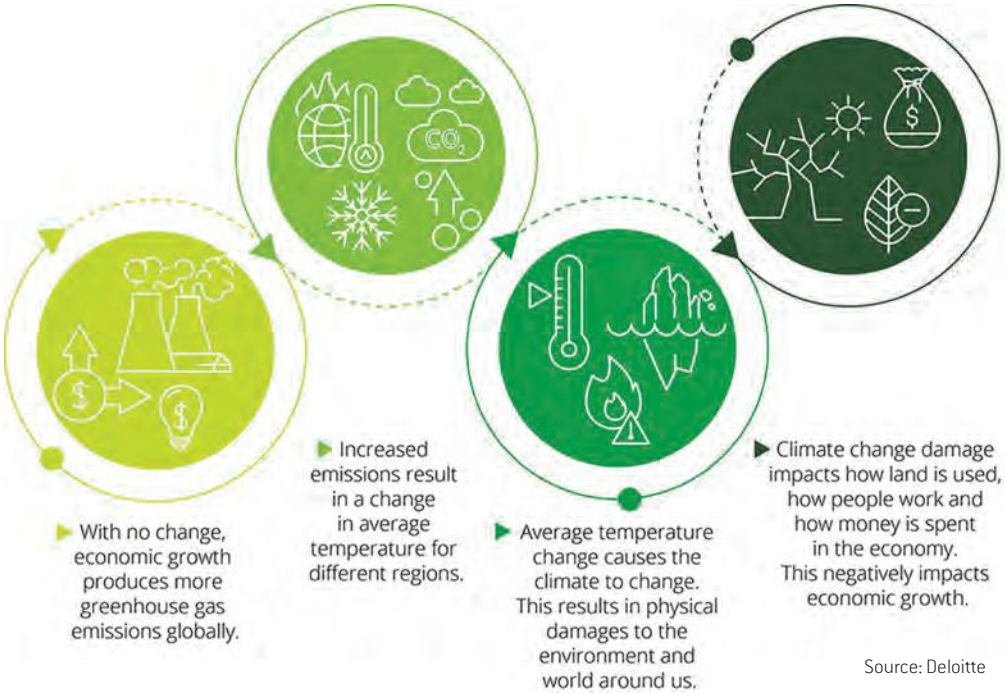
In recent years, Australia has been criticised for setting what many are calling unambitious targets to reduce greenhouse gas emissions. Greenhouse gases are those that absorb radiation from the sun's rays, trapping heat in the Earth's atmosphere. They include carbon dioxide and methane. Australia is the 16th largest carbon dioxide emitter on the planet, and Australians are the third largest carbon dioxide emitters per capita, as seen in Source 6. The average Australian emits 16.92 metric tonnes of carbon dioxide each year – a huge amount.

Source 7 Australia has abundant natural resources (including coal), the exports of which have boosted our economy.



Source: Data from the Union of Concerned Scientists

Source 6 Carbon dioxide emissions per capita, 2018



Source 8 Climate change will negatively impact economic growth.

KEY SKILL
Communicating & reflecting

Preparing an infographic

A popular way for economists to present their findings and data is to prepare an infographic. Infographics use pictures and symbols to represent complex ideas and data so that the information is clear and quickly accessible. To prepare an infographic, follow these steps:

Step 1 Decide on a topic and the message that you want to communicate to your audience. In the infographic in Source 8, for example, the key message is that climate change will negatively impact the economy.

Step 2 Research your topic and collect data that helps to communicate your key idea. Try not to have too much data – do not include more than 10 key facts or numbers.

Step 3 Use pictures or graphics to communicate each of your key facts, as shown in Source 8.

Step 4 Lay your pictures of graphics out in a logical way that links together the key ideas. Make sure your infographic is not too cluttered. Give it a title or caption that communicates your message.

For more information on this key skill, refer to page 453 of 'The economics and business toolkit'.

Practise the skill

1 **Create** an infographic that compares the performance of the Australian economy with the performance of another country or countries. Use the statistics on pages 464 to 465 as the basis for your infographic. You may like to do additional research to find more relevant statistics that enhance your infographic.

2 When completed, **compare** your infographic with your classmates' infographics. Which techniques did others use to best present the data in a visual way? How did they make the data easier to interpret?

Extend your understanding

1 **Create** another infographic on the effects of pursuing higher economic growth rates through increased production. Pick one of the following topics and do some initial research about the topic before creating your infographic:

- deforestation
- desertification
- extinction of species
- soil erosion
- oil depletion
- ozone depletion
- greenhouse gas emissions
- water pollution
- natural hazards/ natural disasters.

18 CHAPTER REVIEW

Review questions

18A How is the performance of the Australian economy measured?

1 **Define** 'economic growth'. (1 mark)

2 **Outline** the difference between those who are 'unemployed' and those who are 'not in the labour force', providing examples of each. (2 marks)

Source 9 ABS labour force definitions

3 'A dollar today is worth more than a dollar tomorrow.' **Discuss** what is meant by this statement, referring to two major causes of inflation in your answer. (7 marks)

(Total: 10 marks)

18B How well does the Australian economy perform compared with other economies around the world?

1 **Evaluate** two methods of measuring economic performance and decide if one is more useful than the other. Remember, when you evaluate something you should talk about its strengths and weaknesses. (10 marks)

(Total: 10 marks)

Review activity

Read the following text on how to analyse political and economic cartoons, then answer the questions that follow.

Analysing political and economic cartoons

Have you ever heard the saying 'a picture says a thousand words'? Images can be very powerful, and cartoons in particular have been used to convey messages for centuries. Cartoons have the ability to highlight the absurdity or silliness of something in a way that is both visually appealing and easy to understand for people who are not able or do not want to read a great deal of text about the issue. Cartoons can use unrealistic images to convey messages about real issues.

Analysing political and economic cartoons can be both enjoyable and thought-provoking. It is a skill that, when developed, will make it easier for you to pick up on all of the subtle details in cartoons and help you understand what the artist was trying to say.

Consider the following:

- Cartoons are often featured in print and digital news sources, and can express a point of view or support a piece of text.
- Often, cartoons can take a subversive or scathing tone and use caricature, satire or irony to communicate serious messages.
- Cartoons target emotions in seeking to appeal to the general public, businesses, community leaders, politicians or the government.
- Common techniques used by cartoonists include size (often features in cartoons will be disproportionate, to convey a message), labels, symbols, and angle or perspective.
- Some cartoons – especially political or economic cartoons – rely on the reader having some background knowledge or awareness of the event or topic shown in the cartoon.

Analyse the cartoon depicted in Source 10 and answer the following questions:

1. **Identify** where the cartoon is set. (1 mark)
2. **Identify** what the elephant represents. What can you observe about the elephant in this cartoon? (2 marks)
3. **Describe** how the globe is depicted. (2 marks)
4. **Describe** how the circus master is depicted. (2 marks)
5. **Describe** the relationship between the elephant and the globe, and what this represents in the real world. (4 marks)
6. Describe the role of the circus master and **explain** who you think this represents in the real world. Justify your response. (4 marks)
7. **To what extent** do you agree or disagree with the message of the cartoon? (5 marks)

(Total: 20 marks)

Source 10 *Economic Growth* by cartoonist Adrian Teal

Check your Student obook pro for these digital resources and more:

Student book questions
Chapter 18

Key skill worksheet
Communicating & reflecting: Chapter 18

Quizlet
Play a game of Quizlet on Measuring the performance of Australia's economy.

Chapter review quiz
Chapter 18

CHAPTER 19

Living standards

Meet Australian twins Oliver and Amelia, born 1 February 2021. According to the latest life expectancy figures for non-Indigenous Australians, Oliver will live until he is 80.90 years of age and Amelia will live until she is 85.0 years of age. Statistics show that they are likely to enjoy high living standards. They are unlikely to experience extreme poverty.

Despite these statistics, Oliver and Amelia's prosperity isn't guaranteed. Will the economy stay strong and offer them good job opportunities throughout their lives? Will their quality of life be affected by climate change?

Nothing is certain with regard to the economy, but the government must manage economic factors to ensure we continue to enjoy high living standards as a nation.

Source 1 Newborn twins Oliver and Amelia are Australians. Based on current statistics, they are likely to enjoy high living standards compared to babies born in many other countries around the world.

19A

Why do living standards vary around the world?

19B

What is the connection between economic performance and living standards?

19.1 Living standards

In this topic, you will:

» explore the term 'living standards' and how living standards can be measured.

living standards
the level of wealth, material goods, comfort and life necessities available to people living in a geographical area

wellbeing
the ability of human beings to access the things they need in order to live happy and healthy lives

material living standards
standards that can be easily measured in terms of income per person, or consumption or purchase of goods and services

Gross Domestic Product (GDP)
the total monetary value of all the goods and services produced by a country over a specific time period

non-material living standards
standards that are not easily measured as they are intangible and refer to aspects of our lives such as feeling safe in the community

OECD
the Organisation for Economic Co-operation and Development, which consists of 30 member countries formed to discuss and promote economic and social policy

Weblink
OECD Better Life Index

A standard is a certain level of attainment or achievement. For example, you either pass Year 10 or you don't. When we talk about a country's **living standards**, we are specifically looking at what it is like to live in that country in terms of the material and non-material **wellbeing** of its citizens.

Source 1 Physical possessions such as cars and houses contribute to our material living standards.

Material living standards

Material living standards refer to our access to physical goods and services. The car we drive, the house we live in and the food we eat are all examples of physical possessions that contribute to our material living standards. The material living standards of a nation are usually assessed or measured by the quantity of goods and services available each year as measured by **Gross Domestic Product (GDP)** (see topic 18.1 on page 456).

Many would agree that if the citizens of a country have access to more goods and services to satisfy their needs and wants, life is generally better. The production of goods and services provides citizens with employment, and therefore an income with which to buy those goods and services that improve their lives.

Non-material living standards

Non-material living standards must also be considered when assessing the quality of life. Non-material living standards cannot be measured in dollar terms, and are intangible (cannot be touched), but affect our enjoyment of life.

The following factors affect our non-material living standards:

- *freedom of speech* – such as being able to peacefully protest against the government of the day
- *free elections* – that provide the right to choose and dismiss parliamentary representatives
- *low levels of crime and discrimination* – where citizens can live without fear of constant crime or being treated differently because of factors such as race, disability or age
- *preservation of the environment* – allowing citizens to enjoy nature, breathe clean air and drink clean water
- *adequate leisure time* – so that employees have adequate rest periods away from work and time to spend with family.

While non-material living standards are not as easily measured as material living standards, some indicators do attempt to include non-material living standards to assess overall wellbeing. One example is the **OECD** Better Life Index.

The OECD Better Life Index

GDP is an indicator of economic wellbeing that does not take into consideration the environmental costs of producing goods and services. The OECD Better Life Index, on the other

hand, seeks to provide a more holistic picture of the true living standards of 40 different countries. It measures wellbeing based on 11 criteria relating to material living conditions and quality of life. Source 2 provides a snapshot of five of these criteria with regard to Australia and Chile.

Source 2 The OECD Better Life Index: Wellbeing in Chile and Australia

Wellbeing indicator	OECD average	What are living standards like in Chile?	What are living standards like in Australia?
Jobs: Percentage of people aged 15–64 who have a paid job	68 per cent	Over 63 per cent	Over 73 per cent
Income: Average household income per capita	US$33 604 per annum	US$19 778.28 per annum	US$32 759 per annum
Education: Average student score in reading literacy, maths and science in the OECD's Programme for International Student Assessment (PISA)	486	443	502
Health: Life expectancy at birth	80 years	80 years	83 years
Environment: *Level of atmospheric PM10* (air pollutants that can cause damage to the lungs)	13.9 micrograms per cubic metre	16.0 micrograms per cubic metre	5.2 micrograms per cubic metre
Water quality: Percentage of people who say they are satisfied with the water quality	81 per cent	71 per cent	93 per cent

Source: OECD Better Life Index, 2019

19.1 CHECK YOUR LEARNING

Review and understand

1 **Define** the term 'living standards'.

2 **Identify** three examples of non-material living standards.

Apply and analyse

3 **Examine** Source 2.

- a Based on the criteria presented, **identify** the country with the highest living standards.
- b Does Australia compare well in all criteria compared to the OECD average? Use evidence to support your response.

4 **Classify** each of the following living standard criteria from 1 to 5, according to its importance to you. If you do not consider a criterion to be important when assessing living standards, rate it as 1. If you consider it to be extremely important, rate it as 5.

- a Primary and secondary school education is available.
- b The air is clean.
- c You can drink the water because it is clean.
- d You have the right to vote.
- e You are expected to live a long life.
- f You are happy.
- g You feel safe in your community.
- h You have enough leisure time.
- i You are likely to get a job.
- j You can earn a decent income.
- k You have enough to eat.
- l You have shelter.

5 **Compare** your ratings in question 4 with those of a classmate, and explain why assessment of living standards can be subjective.

6 Consider a country that is relatively wealthy, producing an abundance of goods and services, but where the majority of the population is close to poverty and only a minority are wealthy. Would you consider the living standards in that country to be high or low? **Justify** (give reasons for) your answer.

Evaluate and create

7 **Create** a similar table to Source 2, but choose another country with which to compare Australia's living standards. Use the OECD Better Life Index website to conduct your research (a weblink has been provided on your obook pro).

19.2 Variations in living standards between countries

In this topic, you will:

» explore the factors leading to different living standards between countries.

If you had a choice, what country would you most like to live in? Many might choose Australia, because our living standards are high by world standards.

The income that citizens earn on average is an important indicator of living standards, as it means that consumers can buy basic goods and services such as food, shelter and clothing, but also afford additional goods and services that make life easier. These additional goods – such as cars, refrigerators, washing machines and computer equipment – provide an additional level of convenience and enjoyment.

Children in Switzerland live in a country with a high standard of living.

Children in Sudan live in a country with a low standard of living.

Countries with top 10 gross national incomes per capita (US$)		Countries with bottom 10 gross national incomes per capita (US$)	
1 Bermuda	$117 730	185 Sudan	$590
2 Switzerland	$85 500	186 Liberia	$580
3 Isle of Man	$83 160	187 Sierra Leone	$540
4 Norway	$82 500	188 Afghanistan	$530
5 Macao SAR, China	$78 640	188 Democratic Republic of the Congo	$530
6 Luxembourg	$73 910	190 Central African Republic	$520
7 Iceland	$72 850	190 Madagascar	$520
8 United States	$65 850	192 Mozambique	$490
9 Ireland	$64 000	193 Malawi	$380
10 Denmark	$63 950	194 Burundi	$280
14 Australia	$55 100		

Source: Gross national income per capita (per person) in US dollars, 2019 (Atlas Method) (Data derived from the World Bank)

Source 3 Why are there such huge variations in living standards between countries?

Quiz me!
A quick quiz on variations in living standards

Why living standards vary between countries

The **economist** Adam Smith (1723–90) spent a lot of time pondering why some countries were rich while others were poor. In the end, he concluded that the economies of countries that gave people the freedom to work and benefit directly from their labour were more likely to be wealthy. He thought the motivation of each citizen to generate profit would create prosperity for the population as a whole. As a result, Smith recommended that the governments of all countries should only play limited roles in the **economy**.

Other economists believe that factors such as a nation's **natural resources** have a bearing on living standards and the wealth that can be created. Australia has large supplies of natural resources – such as coal, iron, copper, gold, natural gas, uranium and renewable energy sources – that have allowed us to trade with other nations, earn income and improve our living standards.

The stability of government is another factor that is cited as having an impact on living standards. In countries where there is political instability and civil war, the focus on producing more goods and services for the population becomes secondary, making it difficult for a nation to raise its living standards.

Many believe the main reason some countries enjoy better living standards is **labour productivity**. Labour productivity can be increased by providing workers with machines that can help them produce better quality goods and services faster. Improving the skill of the labour force through education and training can also improve labour productivity.

How a country utilises its labour resources also impacts upon living standards. The proportion of those in the labour force who are employed rather than unemployed is important. An increase in employment means a country is better off, as it is using one of its most important resources – people. Employment provides people with a means to earn an income, and income tax paid to the government allows it to improve infrastructure such as roads, ports, water and power, which in turn allows companies to operate more efficiently.

economist
an individual who studies the relationship between the resources that a geographic area (such as a country) has and what it is able to produce

economy
a system that involves the production, distribution, trade and consumption of goods and services by individuals, businesses, organisations or governments

natural resources
materials or substances from nature, such as water, forests and fertile land, that can be used in the production of goods and services

labour productivity
the amount of goods or services that a worker produces in a given amount of time

19.2 CHECK YOUR LEARNING

Review and understand

1. **Explain** how Australia's natural resources have improved its living standards.
2. **Outline** how political instability such as a civil war might affect a country's ability to raise the living standards.
3. **Summarise** how earning a higher income leads to better material living standards.

Apply and analyse

4. Imagine your class is told to make as many paper planes as they can in a single lesson.
   - a **Suggest** what might happen to the level of production of planes in the classroom if each student was paid for each plane.
   - b What does this tell you about the link between productivity (level of production) and payment?

Evaluate and create

5. Decide which of the following factors might lead to increased labour productivity, and then **discuss** why that would be the case.
   - a Staff are not given a wage rise.
   - b Staff are trained to give better customer service.
   - c A library uses 'robocall' to remind borrowers that books are overdue.
   - d A business refuses to adopt new technology.
   - e A high proportion of a country's population now completes Year 12.
   - f Staff are given regular performance reviews.
6. Choose one of countries with the lowest national income per capita (see Source 3) to research. **Investigate** the possible causes for the country's low comparative material living standards and the effects of having such poor standards.

19A RICH TASK

Quizlet
Revise the key terms you have learnt so far.

Poverty in Australia

Many of us think of poverty in terms of not having basic human necessities such as enough food, water, shelter and clothing. This type of poverty – called 'absolute' or 'extreme' poverty – is often found in developing countries, such as Malawi.

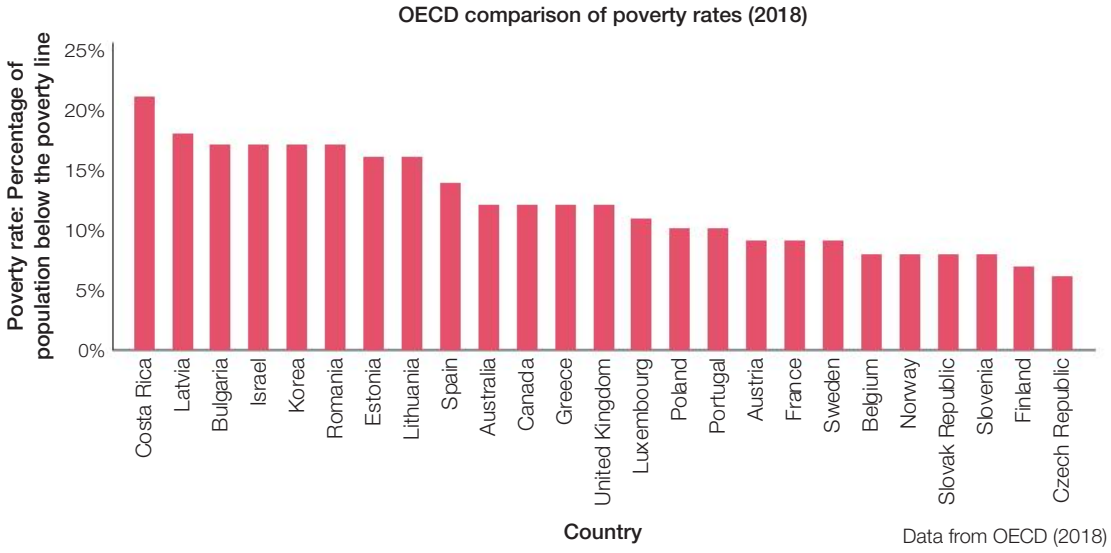
In Australia, we tend to think of poverty in terms of people who do not have the amount of income they need to sustain the average living standards that we expect. This is called 'relative' poverty.

There are many ways of measuring relative poverty, such as setting a 'poverty line', where anyone who falls below a certain amount of income is considered to be in poverty. According to the OECD's method of measuring relative poverty, 12 per cent of Australians live on an income that is less than half the median (middle) household income in Australia, and are therefore said to live in relative poverty.

Some of the general reasons why some Australians fall below the poverty line include:

- lack of paid employment
- low levels of income; for example, those relying on social security payments as their main form of income experience higher rates of poverty
- low levels of education, which ultimately affect people's ability to gain employment and earn money
- difficulty finding affordable and suitable housing
- a person's family and health situation – families with sole parents often struggle economically, as do those suffering physical and mental illness
- lack of access to affordable community services to assist the economically disadvantaged.

Source 4 According to Australian Bureau of Statistics (ABS) data in 2016, more than 116 000 people were experiencing homelessness in Australia. The causes of homelessness are complex and varied. They include, but are not limited to, poverty, domestic violence and difficulty in securing housing.



Source 5 Out of 25 developed nations, Australia had the 10th highest poverty rate in 2018.

KEY SKILL
Reasoning & decision making

Identifying causes and effects in economics

A cause is the reason an event, problem or success occurred – the 'why'. An effect is what actually happened as a result of the cause. We learn about cause and effect from an early age. If we touch something that is too hot (the cause) we might burn ourselves (the effect). In simple terms, cause and effect is identifying why 'this leads to that'. Identifying causes can help us take steps to make changes so that effects or outcomes are more suitable.

It may be difficult to make a distinction between cause and effect. Here are some simple steps to help you:

Step 1 To help identify the effect, ask yourself *what* event, problem or success has occurred.

Step 2 Note who or what has been affected as a result of what has taken place. There may be several effects. Words associated with 'effect' include 'situation', 'ramification', 'outcome', 'result' and 'consequence'.

Step 3 To help identify the cause, ask *why* the event, problem or success occurred. Look for reasons that provide a good explanation.

Step 4 Remember, there can be several causes, so it may be useful to prioritise what the major and minor causes are. Words associated with 'cause' include 'reasons for', 'due to', 'since' and 'because'.

For more information on this key skill, refer to page 452 of 'The economics and business toolkit'.

Practise the skill

1 Read the information in this rich task about poverty in Australia. Use the above steps to help you **identify** the causes of poverty, and then **describe** the effects of poverty.

When describing the effects of poverty, you will need to think more broadly than the information provided here. Think about the human or social cost of living below the poverty line, and also the economic impact of having such a disadvantaged section of the community.

Extend your understanding

1 Gain a better understanding of what it is like to live in extreme poverty. Log onto your obook pro and access the *Live Below the Line* website. Try living on $2 a day for five days. **Describe** what you ate and what the experience has taught you.

Weblink
Live Below the Line

19.3 Improving living standards

In this topic, you will:

- outline the different kinds of budgets the Australian Government may use
- explore different types of economic policies.

Improving living standards is a key economic goal of many countries. This is mainly because higher living standards lead to a stronger and more prosperous nation – and a stronger and more prosperous nation in turn maintains higher living standards. When the citizens of a country are employed and earning an income, more goods and services can be purchased. **Government revenue** from taxes paid by workers (on the money they earn and the products they buy) can then be used for services such as education and health care. These government services benefit us all.

The government of any country is constantly making economic policy decisions; that is, outlining actions that need to be taken in order to manage different aspects of the economy. Let us first look at macroeconomic policy.

government revenue
income a government receives predominantly from taxes, but also from non-tax sources such as loans and dividends from government-owned businesses

Macroeconomic policy

Macroeconomic policy is economic policy that affects the whole of the nation, such as budgetary policy and monetary policy. It targets changes that affect the entire economy, such as unemployment, economic growth and inflation.

Budgetary policy

You or your family may use a budget to track revenue and **expenditure**. The Australian Government has the role of managing the budget for the whole of Australia and therefore sets budgetary policy, also referred to as **fiscal policy**. Each year the government delivers or hands down the federal budget (usually in the month of May), which provides a plan of the government's revenue and spending. Source 2 outlines the revenue that the government receives and the areas in which it spends this revenue.

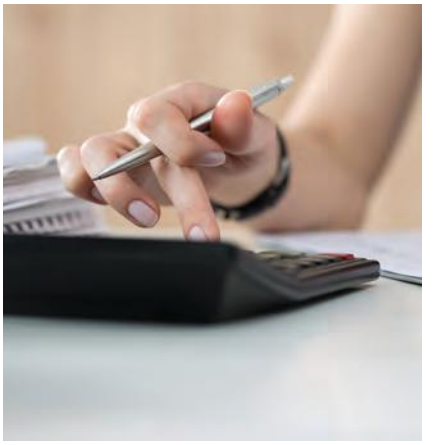
expenditure
the amount of money spent by a person, business or government

fiscal policy
the government's management of the federal budget – adjusting expenditure and tax rates to influence the performance of the economy

The federal budget affects the living standards of all Australians. If taxes increase or spending on services and welfare changes, this can affect each person's personal budget.

There are three different budgets the government may hand down depending on the economic circumstances:

- *balanced budget*, where government spending is equal to the revenue it has received
- *deficit budget*, where government spending is greater than the revenue it has received
- *surplus budget*, where the government has received more revenue than it has spent.



Source 1 The federal budget can affect your personal household budget, depending on the government's revenue and spending plans.

Key skill worksheet
Communicating & reflecting: Improving living standards

The type of budget chosen depends on the economic conditions being experienced. When a deficit budget is used, more money is being 'pumped in' to the economy than is being taken out. This tends to increase consumer and business spending, and therefore the production of goods and services. This in turn can lead to increased employment, as companies need more labour to produce more goods and services. Greater demand may, however, lead to **inflation**, as stronger demand may lead to shortages

inflation
an increase in the general level of prices paid for goods and services over a certain period of time

recession
when economic growth falls for two or more quarters in a row

Money going in (government revenue)

- Income tax: part of an employee's income paid to the Commonwealth Government
- Fringe benefits tax: tax on benefits an employee receives in addition to their salary, such as a car
- Superannuation taxes: tax on retirement funds (super)
- Company tax: tax on company profits
- Sales tax: tax imposed on goods, services and other items sold or consumed in Australia
- Fuel excise: tax on the sale of fuel
- Customs duty: charge imposed by Australian Customs and Border Protection on goods imported to Australia

Money going out (government expenditure)

- Health
- Social security and welfare
- Military
- Paying interest on debt
- Schools
- Higher education
- Aged care
- Foreign affairs and aid
- Government superannuation benefits
- Environmental protection
- Infrastructure such as the National Broadband Network

Source 2 The federal budget is like any other budget. It itemises money coming in (revenue) and money going out (expenditure).

of goods and services. This causes prices to rise. At the time of the Global Financial Crisis of 2007–08, and similarly during the financial downturn caused by COVID-19 in 2020–21, many governments around the world (including our own) tried to 'kick start' their economies by spending more than they received in revenue in the hope of reversing the economic downturn.

When a surplus budget is used, more money is being 'pumped out' of the economy. This tends to decrease consumer and business demand, and can restrict production and employment, while inflation is unlikely to rise substantially. Since 2008, Australian federal budgets have been in deficit. Despite concerns about a growing government debt and the desire for the country to live within its means, the 2020 **recession** due to the COVID-19 pandemic saw the Australian Government commit to a record $214 billion deficit (forecast 11 per cent of GDP). The government has understandably chosen to prioritise stimulating the economy towards a recovery over the long-term concern surrounding increasing government debt. Net debt is forecast to peak at $966 billion – the equivalent of 44 per cent of GDP – in 2024.

Source 3 Deficit budgets tend to be more popular with voters; but they add to the federal debt, which falls on future governments to repay with interest.

CASE STUDY

Should the government support small business?

Around 97 per cent of all businesses in Australia are small businesses. The ABS defines a small business as one that has fewer than 20 employees. Small businesses are important to the overall health of the economy, employing over 5.6 million Australians. We probably all know someone who runs a small business. Recent budget measures are good news for small business owners, who have been offered tax cuts and a promise to reduce unnecessary administration (often referred to as 'red tape').

Small businesses have also been offered government incentives to take on unemployed job seekers. An example of this is the JobMaker Hiring Credit, which pays businesses to take on unemployed workers aged 16–35 from the JobSeeker program. It is hoped that this will stimulate the economy by creating jobs and reducing the labour costs of businesses.

Source 4 Small businesses are expected to play an important role in Australia's economic recovery.

Think, pair, share

- Think about the kind of support that governments give small business. What other kinds of support could be offered?
- Discuss your ideas with a partner.
- Share your thoughts with the class.

Monetary policy

The Reserve Bank of Australia (RBA) provides banking services to the government and other banks in Australia. It also implements **monetary policy**. The main focus of monetary policy by the RBA is changing the official **interest rate**, which ultimately changes the rate of interest paid on a bank loan. Interest is the cost of borrowing money, or the return on lending money.

Changes in interest rates affect living standards. If interest rates rise, then demand for goods and services may be curbed, as consumers and businesses who have borrowed devote more of their money to paying higher interest rates on their loans, rather than spending. Some may defer borrowing entirely because of higher interest rates. The opposite occurs when interest rates fall. The RBA uses interest rates as a 'lever' to adjust the level of spending, or demand, depending on the economic circumstances.

monetary policy actions by the Reserve Bank of Australia that affect the money supply and interest rates

interest rate the amount a borrower must pay to a lender for the use of assets such as money – usually expressed as a percentage of the total amount borrowed

"OUR NEW SAVINGS ACCOUNT ISN'T DOING VERY WELL. THERE'S BEEN NO INTEREST IN IT."

Source 5 Low interest rates encourage people to borrow and spend their money rather than save. This boosts the economy, but also drives inflation.

Higher demand or spending in the economy may lead to inflation, which may prompt the RBA to increase interest rates to curb spending and reduce inflation. This reduced spending in the economy may reduce inflation, but possibly lead to higher unemployment.

Microeconomic policy

Microeconomic policy affects a particular company (such as Qantas), an industry (such as the car industry) or a market (such as the export market). It often focuses on promoting competition, productivity and efficiency. The following are examples of some government microeconomic policies.

Quiz me!
A quick quiz on improving living standards

Trade liberalisation

Trade liberalisation involves opening up markets for free trade so that countries can trade without restrictions. Trade restrictions include **tariffs**, **subsidies** and **import quotas**.

It is thought that the removal of these trade restrictions will promote efficiency, as Australian producers must find ways to compete on the world market by cutting costs and becoming more innovative. There will be some producers, however, that will not survive.

In 2020, trade liberalisation came under criticism when China imposed high tariffs on some imports from Australia, including barley and wine.

Deregulation

Deregulation is the removal or elimination of government regulation (rules) in a certain area of the economy to promote better competition in that area. For example, wool growers were once guaranteed a minimum price for their wool by the government, but this policy was abandoned over 20 years ago. Another example is the deregulation of the telecommunications industry, which saw Optus, Vodafone, AAPT and other small providers enter the market in the 1990s, resulting in price decreases and growth in mobile phone and internet markets.

Labour market reform

Labour market reform has seen a movement away from government institutions determining wages and working conditions, to a system of enterprise agreements. These are agreements made directly between employers and employees about wages and working conditions. By negotiating such agreements, the employer may gain improvements in work efficiency and the employee might gain better benefits and more flexibility.

trade liberalisation
removing or reducing restrictions or barriers to trade between nations

tariffs
taxes (usually applied to goods being imported or exported)

subsidies
payments by the government or a public body to a producer or industry to support its business and to keep the price of its goods or services low or competitive

import quotas
physical limits placed on the quantity of an imported good that can enter a country

labour market reform
changes in laws and government policies in relation to employment; such reforms aim to increase competitiveness and economic growth while safeguarding against the unfair treatment of workers

19.3 CHECK YOUR LEARNING

Review and understand

1. **Outline** the difference between a surplus budget and a deficit budget.
2. **Describe** why small businesses are important for the Australian economy.
3. **Identify** the type of budget that would be appropriate if a severe economic downturn is predicted, spending has slumped and growth in the economy has declined.
4. **Explain** what trade liberalisation is and how it may be beneficial to Australians.

Apply and analyse

5. **Determine** (decide) if the RBA is likely to increase or decrease official interest rates in the following situation:

   Economic growth is negative. The unemployment rate continues to increase, while inflation remains low.

6. Inequality occurs when resources are unevenly distributed among people. **Suggest** one reason why returning the budget to a surplus may cause some groups in society to suffer in the long term.
7. Reflect on why the government wants to encourage small business in Australia. What effect might this have on the economy? **Justify** (give reasons for) your answer.

Evaluate and create

8. Examine Source 3. In pairs, **discuss** the point the cartoonist is trying to make about the effects of budget deficits.
9. Research areas where expenditure in the latest federal budget has been increased. **Create** a cartoon or word cloud that illustrates the effects these increases in government spending may have.

19B RICH TASK

Quizlet
Revise the key terms you have learnt so far.

Living standards and climate change

'Climate change' refers a change in global or regional climate patterns. The long-term climate trend shows that the world's atmosphere and oceans are getting warmer. This is called 'global warming'. Australia's average air and ocean temperatures are almost a degree warmer than they were in 1910, and most of this increase has occurred since 1950.

The effects of global warming

Greenhouse gas emissions have serious consequences. Greenhouse gases are those that absorb radiation from the sun's rays, trapping heat in the Earth's atmosphere. They include carbon dioxide and methane.

The projected effects of the change in climatic conditions for Australia include an increase in the number of 'extreme fire weather' days in southern and eastern Australia, more severe cyclones, and more hot days and drought in southern Australia. Those people living amid cyclones, fires and drought will find their living standards change. Future generations may not be able to enjoy our environmental assets, such as the Great Barrier Reef. It is also believed that climate change will affect our agricultural productivity and increase the costs associated with bushfires and floods.

Environmental policy

Governments can take action to reduce carbon dioxide and other greenhouse gas emissions. There are two methods of cutting greenhouse gas emission that involve businesses paying for the emissions they make. It is thought that if businesses have to pay for their emissions, they will eventually move to more environmentally friendly production methods.

1. An Emissions Trading Scheme (ETS) involves the government setting a limit on how much carbon dioxide can be produced by businesses. Some businesses will emit carbon dioxide below this limit, and will therefore have 'credits' they can trade with companies that have emitted carbon dioxide above the set limit.
2. A carbon tax was introduced by the Labor government in 2012 and axed by the Coalition government in 2014. It involved forcing polluting companies emitting over 25 000 tonnes of carbon dioxide to purchase emission permits from the Australian Government. The companies would have to purchase permits set at $23 per tonne of carbon, with a 2.5 per cent increase each year until the transition to an ETS.

Policy in relation to how businesses pay for the pollution they cause, however, has been controversial. Whatever scheme is used, an extra cost pressure will be placed on businesses – which may result in job losses and the possibility of businesses passing the extra costs on to the consumer by raising prices. The carbon tax was axed as it was thought to create an unnecessary burden on the cost of living for all Australians.

Source 6 Carbon dioxide is released into the atmosphere. The ETS and carbon tax are two ways of making businesses pay for the emissions they make.

Source 7 The increased severity and frequency of bushfires is one of many consequences of a failure to address climate change.

A global agreement on emissions – referred to as the 'Paris Agreement' – was reached in December 2015 at the twenty-first United Nations Climate Change Conference (known as 'COP 21'), with nearly 200 countries agreeing to take action. The Australian Government pledged to reduce greenhouse gas emissions to be between 26 and 28 per cent below 2005 levels by 2030.

The world's leaders gathered again in 2019 at 'COP 25' in Madrid. There, Australia received bad publicity for its perceived inaction on climate change. The Morrison government was criticised for planning to use an accounting loophole to meet Australia's emissions target. According to the Lowy Institute, in 2019 six in ten Australians (61 per cent) considered global warming to be 'a serious and pressing problem' about which 'we should begin taking steps now even if this involves significant costs'.

Practise the skill

1 Prepare and deliver an oral report on an aspect of climate change and living standards. Your report must be supported by visual material, and you must respond to questions asked by the audience. Here are some possible topics to choose:
   - Australia's greenhouse gas emissions compared to those of other countries
   - why climate change will lead to lower living standards
   - the Paris Agreement 2015 and what it seeks to achieve
   - Australia's position at COP 25 in Madrid, 2019
   - how an ETS and a carbon tax work to reduce greenhouse gas emissions.

Extend your understanding

Research the 17 Sustainable Development Goals (SDGs). A weblink is available on your obook pro to help you get started.

1 **List** three goals towards which significant progress has been made and three that are far from reaching their target.

2 Which regions of the world seem least likely to achieve the SDGs? Which seem most likely? Why do you think these differences exist between world regions?

Weblink
Sustainable Development Goals

KEY SKILL
Communicating & reflecting

Presenting an oral report

Presenting an oral report is an important skill to master. Follow these steps to help you:

Step 1 Decide on a topic that will interest both you and your audience – what would you like them to understand by listening to your presentation?

Step 2 Research your topic. You could start with a question that you then seek to answer through your presentation. Collect information from a wide variety of sources and keep a bibliography.

Step 3 Organise your findings into a draft outline of your report. It should have a clear introduction and conclusion. In your introduction, it is often a good idea to use something to 'hook' your audience. It may be your overarching question, a personal story or a challenging image. After your introduction, develop your report in a series of clearly defined sections (like paragraphs in a written report). Your conclusion usually summarises your key points. If your report is going to be assessed, make sure you have fulfilled the criteria for assessment.

Step 4 Support your verbal report with your visual – and possible audio – material.

Step 5 Practise your presentation. Avoid holding a single piece of paper if you are prone to nerves – memory cards are sturdier and won't tremble. If you are worried about being nervous, practice will help.

Step 6 Deliver your presentation. Make sure that you speak clearly and vary your pitch and tone. Stand up straight, keep your hands out of your pockets and don't lean on a desk.

Step 7 Invite your audience to ask questions. If you are unsure of an answer, don't make something up; just answer as best you can.

For more information on this key skill, refer to page 453 of 'The economics and business toolkit'.

19 CHAPTER REVIEW

Review questions

19A Why do living standards vary around the world?

1 **Describe** material and non-material living standards, providing an example of each. (4 marks)

2 **Explain** two ways in which poverty reduces living standards in Australia. (6 marks)

(Total: 10 marks)

19B What is the connection between economic performance and living standards?

1 **Summarise** what 'budgetary policy' is. (2 marks)

2 **Define** 'microeconomic policy' and outline what it aims to achieve. (3 marks)

3 'There are winners and losers of trade liberalisation.' **Explain** what trade liberalisation is, and **describe** why some benefit from it while others lose out. (5 marks)

(Total: 10 marks)

Source 8 Education is an important sector of the Australian economy. Students come to Melbourne from all over Australia and the world to study at its universities and to use facilities such as the State Library of Victoria.

Review activity

2019–20 federal budget analysis

Analyse the pie chart in Source 9, which shows how the Australian Government allocated funds in the 2019–20 budget, and answer the questions below.

1 In your own words, **describe** the information being displayed by the chart. (2 marks)

2 **Identify** which category received the greatest government outlay in the 2019–20 federal budget. (1 mark)

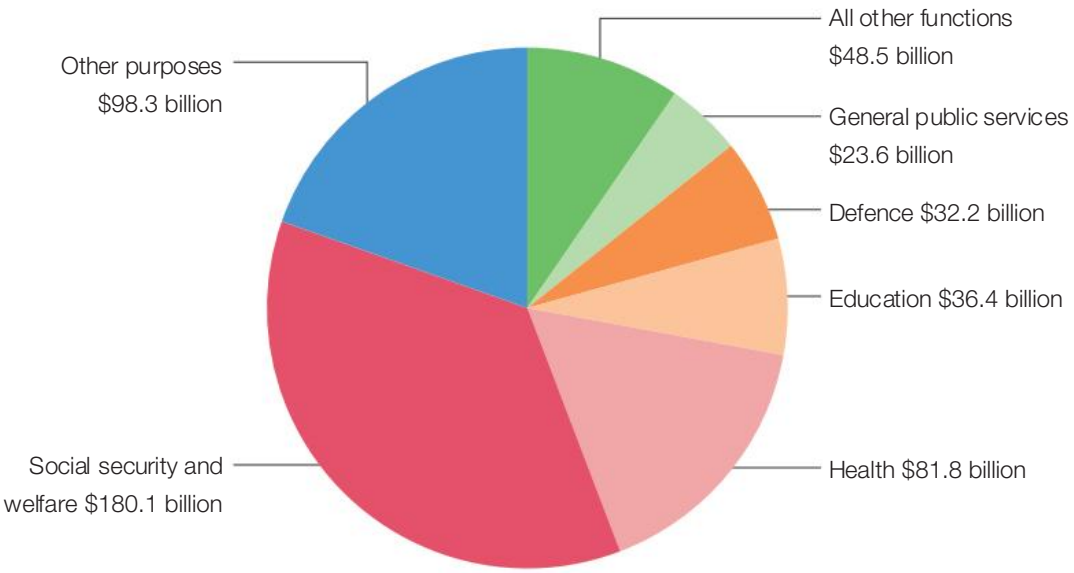
3 **Identify** which category received the smallest government outlay in the 2019–20 federal budget. (1 mark)

4 **Outline** the importance of the following categories of expenditure in improving Australia's living standards:
   - **a** social security and welfare (2 marks)
   - **b** health (2 marks)
   - **c** education. (2 marks)

5 Using a calculator and the figures shown in Source 9, **calculate** the percentage of government expenditure allocated to each category. (To do this, divide the spending in each category by the sum of all the categories combined; then multiply by 100.) (4 marks)

6 Identify a category that you feel was underfunded in the 2019–20 federal budget. **Justify** (give reasons for) your choice, explaining how increased funding in this area could be used to improve living standards. (6 marks)

(Total: 20 marks)



Source 9 Government expenditure

Check your Student obook pro for these digital resources and more:

Student book questions Chapter 19

Key skill worksheet Communicating & reflecting: Chapter 19

Quizlet Play a game of Quizlet on Living standards.

Chapter review quiz Chapter 19

CHAPTER 20

The business environment

Successful businesses must change and adapt in order to survive and remain competitive in the global environment. Sometimes in business, it is a case of trial and error.

Facebook is a business that has experienced both successes and failures in its rise to the top as the world's largest social media platform. In 2018, Facebook's co-founder and majority owner, Mark Zuckerberg, faced a public backlash and was interrogated by a US Senate committee. Zuckerberg was called to testify about Facebook's involvement in data-mining and the serious breaches of user privacy that had come to light in what is now known as the Cambridge Analytica scandal.

Despite this scandal, social media has shown no signs of slowing down. Facebook not only dominates the social media market as an individual platform with over 2.8 billion users, but has also developed Facebook Messenger and acquired WhatsApp and Instagram. This means that the company currently owns four out of the five most popular social media platforms and is worth an estimated US$280 billion.

Source 1 Co-founder and majority owner of Facebook Mark Zuckerberg testifies before a US Senate hearing resulting from the Cambridge Analytica scandal. Despite Facebook being caught purposely misusing user data, it has continued to grow as a popular social media platform.

20A

What is a competitive advantage and how does it benefit business?

20B

What is innovation and how can it be used in business?

20.1 How businesses gain a competitive advantage

In this topic, you will:

» explore ways for businesses to gain a competitive advantage.

competitive advantage when a business is able to outperform similar businesses in a market; this may be due to factors such as skilled personnel, and the ability to reduce costs and improve quality

consumer an individual who purchases goods or services for personal use

profit the amount left over after deducting expenses from the revenue received by a business

product an item (either a good or service) that is offered for sale

Businesses that gain a **competitive advantage** (or competitive edge) have worked out how to best satisfy the **consumer**, and this may result in increased sales and **profit**. There are several methods a business can use to gain a competitive edge, such as:

- offering consumers a lower price
- advertising the **product**
- offering consumers better quality or perceived quality
- responding to consumer needs.

Source 1 Some businesses gain a competitive edge by creating something entirely new in the market. Sendle is an Australian-founded shipping company that operates in Australia and the United States, and aims to simplify and modernise parcel delivery, especially for small businesses. It was the first shipping carrier in Australia to offer 100 per cent carbon-neutral parcel delivery. Launched in 2014, Sendle is now partnered with DHL eCommerce for international deliveries and is used by global companies such as eBay and Shopify.

Offering consumers a lower price

goods and services products made for consumers; goods are tangible products that can be touched, such as bread; services are intangible products that cannot be touched but benefit the consumer in some way, such as tutoring

Lower prices are an important way of enticing the consumer to buy **goods and services**. Some businesses can offer consumers lower prices because they find ways to reduce the cost of making a good or providing a service. New technology may be used to cut labour costs, such as self-service checkouts in supermarkets (see Source 2). Sourcing cheaper materials from suppliers is another method of cutting production costs.

Larger businesses have the advantage of lower costs of production because it is cheaper to produce larger volumes of goods or services than smaller volumes. This is referred to as

economies of scale. The reason for this is that firms have fixed production costs, such as those relating to equipment, advertising and **marketing**. For example, think about a cake manufacturer, which has the capacity to cook 10 000 cakes per day. The electricity costs of using ovens might be the same whether 8000 or 10 000 cakes are produced, so there is an advantage in producing more, rather than fewer, cakes.

Outsourcing part of their operations is another cost-cutting measure some businesses choose to use. This can mean that work that was once undertaken in Australia is now completed overseas at a reduced cost. Qantas, for example, outsources the structural maintenance of two of its largest planes to a company in Hong Kong.

Cost cutting is one way of reducing the price of a good or service, but a firm may also decide it is in its interests to lower prices and accept lower profits in order to ensure continued sales, and ultimately the survival of its business.

economies of scale
producing larger quantities of a good or service that results in reduced unit costs of production

marketing
activities that businesses undertake to promote the buying or selling of products

outsourcing
obtaining goods or services, which were previously provided by employees from within a business, by contract from a supplier outside of the business

Source 2 Self-service checkouts such as this are one way in which businesses can use technology to reduce their labour costs, in an attempt to offer consumers cheaper prices on the goods they sell.

Advertising the product

In order to buy a particular product, the consumer must first be made aware that it exists. Advertising is one way a business can gain a competitive edge. Advertising involves drawing the public's attention to a product through various media; for example, websites, social networks, television, print material such as newspapers and magazines, or product placements in film and television.

Source 3 How many advertisements for products do you see on social media every day?

Offering consumers better quality or perceived value

There are some goods and services for which many consumers are willing to pay more because of their quality. There are many different aspects of quality. American academic David Garvin developed the concept of there being eight dimensions of quality:

1 *Performance* – how well does the product work?
2 *Features* – what additional features does the product have compared to similar products?
3 *Reliability* – can the product be tested to work without fail?
4 *Conformance* – does the product meet expected standards?
5 *Durability* – will the product last a reasonable amount of time?
6 *Serviceability* – how quickly and efficiently can the product be repaired if it breaks down?
7 *Aesthetics* – does the product's look, feel, sound, taste or smell appeal to the consumer?
8 *Perceived quality* – does the consumer think the product is a quality product?

CASE STUDY

How much would you pay for a bag?

What makes a customer buy a luxury handbag for $5000 when they could buy a handbag for less than $50? Some say you pay for quality and the skill of the craftsperson. But is a well-made quality handbag that costs $5000 really worth it?

For some customers, the worth may be in a combination of beautiful artistry, the aesthetics (how the bag feels, looks and smells) and the features; for example, whether the bag is versatile, allowing the customer to remove the straps and carry it in different ways.

However, there may be something else that the customer is buying when they buy such a handbag – perceived value. This is intangible (invisible) and cannot be measured. It may be about how the product makes them feel and how they are viewed by others when they use it. According to Uché Okonkwo, a management consultant specialising in the luxury sector:

> Luxury is neither a product, an object, a service, nor is it a concept or a lifestyle. It is an identity, a philosophy and a culture.

Creating a brand helps the consumer to quickly identify who made the product and sets the product apart from similar products sold by others. Advertising and marketing can therefore have a dramatic effect on whether a company gains a competitive advantage. Increasingly, collaboration between luxury brands and social media influencers or celebrities has become a popular method of advertising products to consumers. Source 5 lists the top six luxury brands in 2020. Do you recognise any of them?

Source 4
Louis Vuitton is one of the world's biggest luxury brands. It sells a range of luxury products, such as handbags, luggage, small leather goods, shoes, stationery, watches and jewellery.

Source 5 Some of the most valuable luxury brands in 2020, according to Forbes's Top 100 of the world's most valuable brands

Rank in Top 100 world's most valuable brands	Brand name	Brand value (US$ billion)
9	Louis Vuitton	47.2
31	Gucci	22.6
32	Hermès	21.6
52	Chanel	12.8
56	Cartier	12.2
80	Rolex	9.5

Think, pair, share *

- Think about the brand value of each brand listed in Source 5. What does this make you think about luxury brands?
- Discuss your ideas with a partner.
- Share your thoughts with the class.

Responding to consumer needs

Being responsive to consumer needs may be as simple as bringing products to market 'on time'. For example, a mechanic who is known for their quality work will fall out of favour if the customer has to wait an unreasonable amount of time for their car to be repaired.

Responding to consumer needs also means treating the customer well. Helping the customer when and if they need help is called customer service. Many customers need staff to have product knowledge. After-sales service is also important.

Businesses can improve their customer service by ensuring that staff are properly trained. Technology may also assist a business to deliver faster, more efficient customer service. For example, airports that provide customers with self-check-in facilities minimise delays.

Responding to consumer needs is not just about fast delivery and customer service. Businesses that produce new products in response to consumer needs also gain a competitive edge. In addition, many consumers demand that ethical business practices are used in the production of goods and services. Ethics are standards that provide us with a guide to what is right and wrong. Goods or services produced without harming humans, animals or the environment are considered favourably by many consumers today.

Source 6 Supermarkets use many methods to gain a competitive advantage. In Australia, the two largest supermarket chains are Coles and Woolworths. These supermarkets combined take up 61 per cent of the national food market share in Australia.

Quiz me!
A quick quiz on how businesses gain a competitive advantage

20.1 CHECK YOUR LEARNING

Review and understand

1 **Identify** the main benefit of a business obtaining a competitive advantage.

2 **Outline** three ways a business might reduce its production costs in order to obtain a competitive advantage.

3 **Describe** the difference between quality and perceived quality.

Apply and analyse

4 Consider the products you buy. **Explain** why you buy these products. Do you think it is because they are considered to be cool?

5 Each of the eight dimensions of quality (see page 489) consists of a question. **Describe** a product that you have bought or been given recently and answer each of the eight questions to **determine** if this is a quality product.

6 **Explain** why brand is so important when it comes to selling luxury goods.

Evaluate and create

7 Pick a food product and have three people undertake a blind taste test. Choose at least two different brands of the same food and ask three blindfolded testers to **evaluate** each on a scale of 1 to 3, with 1 being the best rating.

a What was the most expensive product and what rating did the taste testers give it?

b What have you learnt from this experiment about the power of brands?

8 In pairs, **discuss** the last time you experienced poor customer service in a store and how the business could improve in this area.

9 Look in your pantry, laundry or bathroom cupboard for any products that claim to be superior because of the ethical way they were produced. For example, the label may claim that the product is environmentally friendly. Do some research on this claim to **determine** how truthful this claim is.

20A RICH TASK

Quizlet
Revise the key terms you have learnt so far.

Starting a new small business

Business ideas can sometimes be so simple. Setting up a sandwich shop seems like a simple idea. However, for Fred DeLuca, co-founder of the Subway chain, the idea of selling fresh and healthy sandwiches was a huge business success.

Fred was just 17 years old when he set up his first sandwich shop in Connecticut, in the United States, in 1965, with $1000 he borrowed from his friend Peter Buck. Peter had suggested to Fred at a barbecue one day that setting up a sandwich shop would be a way of funding Fred's college education.

The first sandwich shop provided a valuable learning experience. Both Fred and Peter learnt that a visible location and marketing were key factors to success.

Today there are more than 41 000 Subway outlets in 111 countries. In Australia, there are over 1300, with the brand planning to roll out significant refurbishments across its franchise outlets in the hope of attracting more customers. A franchise gives an individual business (called a franchisee) the permission to market and distribute another firm's goods or service and use its business name for a fixed period of time, but requires the franchisee to follow certain rules set by the firm that owns the name and business model (called the franchisor).

Source 7 Subway franchises are popular in Australia.

KEY SKILL
Reasoning & decision making

Planning to start a new small business at school

To ensure business success, it is important to properly plan before starting a business. Many small businesses fail because of:

- an inability to manage costs
- inexperienced management
- an inadequate or no business plan
- insufficient funds to commence the business.

Follow the steps below to start a new small business:

Step 1 Consider all of the basic steps (see Source 9) of how your small business will operate; from the big picture of what you are selling to why your small business will be a success.

Step 2 List each step involved in producing and marketing your good or service (see Source 8). Determine how long each step will take, who will carry out each task, and what resources are required.

Source 8

Steps involved in producing your good or service *and* marketing it	How long will this step take?	Who will undertake this step?	What resources will be needed for this step?
1			
2			
3			

Remember that if you are setting up a more extensive business, you should create a more detailed business plan.

For more information on this key skill, refer to page 452 of 'The economics and business toolkit'.

Big picture	What are you selling? Who will buy it?
Price	What are your costs of production (materials you may have to purchase, the cost of phone calls, transport, marketing and whether you pay yourself and others a wage)? What will you charge? Will you make any profit (cost-revenue earned from sales = profit)?
Marketing	How will customers learn about your business? List marketing activities in the accompanying table
Timing	When must your good or service be available for sale?
Organisational	What steps need to be taken in order to produce your good or service? Fill in the accompanying table adding as many columns as you like
Legal	Do you need to seek permission before carrying out your small business?
Success	Why is your small business likely to be a success?

Source 9

Practise the skill

1 Start your own small business, either individually or in groups. Make sure it is one that you can complete in a reasonably short time frame, which you should discuss with your teacher. Use Sources 8 and 9 to help you plan it.

Examples of small businesses you could start are a second-hand clothes, electronics or book stall, or a stall that sells handmade cards or jewelry. You could also provide a service, such as recycling or gardening.

Extend your understanding

1 After you have tried running your small business, **evaluate** how well the business did by answering the following questions.

- **a** Do you think you charged the right price for your good or service? If not, what price should you have charged?
- **b** What were the overall costs of the business and what revenue did you earn? Did you make a profit? Regardless of whether you made a profit or not, what could you do better next time?
- **c** What marketing did you undertake? Was it successful? Why or why not?
- **d** Do you think you provided good customer service? Give reasons for your answer.
- **e** What were the businesses that seemed to be very successful in the class overall? Explain why you think they were successful.

2 In 2020, the Irish Supreme Court ruled that the bread served at Subway could not in fact be defined as bread because of its high sugar content. **Explain** how this may have impacted Subway's brand and reputation.

20.2 Innovation in business

In this topic, you will:

» consider how innovations in marketing and business practices can contribute to the success of a business.

innovation
a new idea or more effective process that makes a product better than it was before

Innovation is changing an existing product or process so that it is more effective. It is important to understand that innovation can be used in many parts of a business to create a competitive edge. In this topic, we will look at innovation in marketing, business culture and **business processes**.

Innovation in marketing

A company's marketing methods can influence a consumer's decision to buy a product. Marketing is conveying the value of a good or service to a customer in order to sell it to them. Businesses today realise that they will be more successful if they produce goods and services consumers want. They do extensive research to find out what consumers want, and then set about creating goods or services that meet consumer needs better than other competitors in the same market.

CASE STUDY

business processes
a series of tasks or actions that are undertaken by a business to produce its product

Gamification as a marketing tool

Australians are exposed to thousands of advertisements every day, presenting marketers with the great challenge of making their campaigns stand out from the crowd. For a marketing campaign to be successful, it must be carefully planned, creative and multifaceted (have many different parts). The campaign has to reach the target audience in ways that effectively communicate the message that the business wishes to send. Such campaigns rely on market research, which give the business a better understanding of consumer behaviour and tastes.

One report, which was released in 2021 by creative marketing agencies We Are Social and Hootsuite, showed the trend in internet usage by Australians. The average Australian now spends 6 hours and 13 minutes per day on the internet, accounting for 40 per cent of their waking hours, with roughly one-third of this being on social media. The report also showed the rise in internet gaming, with three out of four internet users aged 16–64 playing video games for an average of nearly an hour a day.

Such trends were not lost on Australian supermarket giant Coles, which developed one of the most successful marketing campaigns of recent times. Coles Little Shop consisted of a set of mini figurines of well-known food items that were offered free to customers who spent over $30 at the supermarkets. The collectible figurines were particularly popular with young children, providing parents with an opportunity to get them a little gift while doing their shopping run.

In 2019, the campaign really took off. Coles developed an augmented reality dancing app game that allowed customers to scan their collectibles, activating the dance moves of their digital characters. The users were able to share music clips from the app, further promoting the Coles brand through user-generated content. The 'Little Shop 2' campaign became a huge success, with the app becoming the top trending one on Google Play and the second leading family game on iOS. Such use of gaming elements in what would otherwise be a non-gaming context is a marketing tool known as 'gamification'.

Source 1
Fans attend the Coles Little Shop Swap Day at Westfield Southland, Melbourne, on 17 August 2019.

Marketers use different techniques to influence consumers to buy their products. Not all consumers have the same needs and wants, so marketers set about dividing the market into groups or subsets of consumers who have common needs and characteristics. This is called **market segmentation** (see Source 2). For example, all consumers eat, but what and how we eat is affected by our culture, and perhaps our religion. For this reason, McDonald's does not sell beef and pork products in its restaurants in India because of Hindu and Muslim beliefs forbidding the consumption of pork or beef.

market segmentation
a marketing strategy that divides the market into groups of consumers with common needs and characteristics

Segmentation is used so that consumers with common characteristics can be pursued or targeted to purchase the product. For example, older people are usually targeted to buy funeral **insurance** so that when they die, their family is paid a lump sum to cover their funeral expenses.

A technique called **positioning** is also used by marketers. This aims to create a distinct image for the brand or product that differentiates it from other similar brands or products on the market. The benefits of the products or the brand they are associated with are communicated to the consumer, along with a message of how unique that brand or product is. For example, in 2019, Kmart launched its 'Low prices for life' campaign. As Laurie Lai, General Manager of Marketing at Kmart Australia, explained:

> We know household budgets are tight, so now is the right time strategically to renew our brand promise to provide the latest low-price products. We're excited our new positioning will create more authentic, emotional connections with our customers.

Geographical market segment	Where the consumer comes from, for example their nation, state or region
Demographic market segment	The age of the consumer, gender, amount of income, ethnicity and religion
Behavioural market segment	Includes the level of knowledge the consumer has of the product or whether the consumer uses the product regularly
Lifestyle segment	Includes the consumers' attitudes and opinions or the way they spend their leisure time

Source 2 Marketers may target their product at a particular segment of the market.

Source 3 Positioning a brand in the highly competitive retail sector is a difficult task, requiring careful planning.

insurance
a guarantee that there will be compensation for loss, damage, illness or death, in return for payments

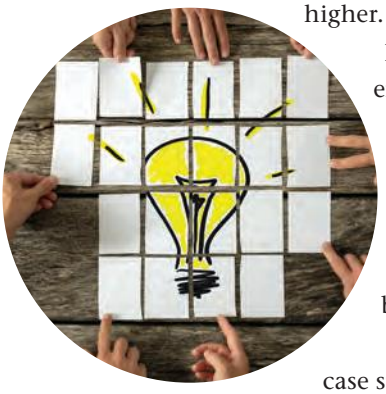
positioning
a marketing strategy that creates a unique position for a product compared to similar products on the market

Key skill worksheet
Asking questions & conducting research: Innovation in business

labour productivity
the amount of goods and services that a worker produces in a given amount of time

Innovation in business culture

Each business will have its own particular way of conducting business. The 'culture' of a business is influenced by things like values, beliefs, the vision for the business, and habits. If an organisation is considered to be a good place to work, **labour productivity** is likely to be higher.



Source 4 Innovative ideas can sometimes occur when many people work together on a project.

Businesses that have an innovative business culture take active steps to ensure that they encourage creativity. A business may, for example, have employees undertake training to help foster creativity and innovative thinking. Innovation may be specifically stated as a business goal, and time and resources may be devoted to help staff develop great ideas. Amantha Imber, the founder of Inventium (an innovation consultancy firm) says: 'If you do not innovate, you risk becoming irrelevant because so many other companies are innovating and looking to stamp out their competition. We're seeing it becoming a priority for more and more CEOs.'

Innovation can be applied to how a business operates. John Lewis (see the following case study) is a UK company that has a different way of conducting business, which has contributed to its business success.

CASE STUDY

Would you like to work for this business?

Imagine working for a business that divides a percentage of its annual profit among its employees. At the John Lewis Partnership (JLP), which runs a chain of upmarket stores in the United Kingdom, this is exactly what happens. The 80 000 people who work for JLP (referred to as 'partners', rather than 'employees') each own a share of the 34 John Lewis department stores and 331 Waitrose supermarkets. All workers, from top management to cashiers, receive the same percentage cash bonus each year, provided the company makes a profit. Historically, this has varied between 5 and 20 per cent of partners' annual salaries.

The radical idea to give employees a share of the profits came from JLP founder John Spedan Lewis (1885–1963), who began distributing profits to employees in his stores in 1926. Employee ownership is popular in the United States, Britain and Europe, but less so in Australia. Research suggests that there are significant productivity gains to be made through employees owning a share in the business they work for; although JLP's business success cannot only be attributed to its profit-share policy. The company was quick to develop an online retailing capacity and actively uses technology to appeal to its customers.

In recent years, however, JLP, like many retailers, has seen a drastic decline in profits due to the COVID-19 pandemic. 2020 and 2021 saw the business close several department stores and cut over a thousand jobs. After posting a £653 million (approximately AU$1208 million) loss in the second half of 2020, Dame Sharon White, Chair of JLP, confirmed that employees would not receive a bonus in 2021. Employees of JLP have received a bonus every year since 1953, but the bleak profit outlook has forced the business to cut costs where possible.

Source 5 Employees (partners) watch as JLP announces its full-year results in its flagship store in Oxford Street, London.

Innovation in business processes

All businesses use a number of processes to create a product. Businesses processes must be efficient or productivity will decline. If you have ever waited a long time for a pizza, it may be because the process of delivering the meal is not very efficient (see Source 6). To use another example, if a shop regularly runs out of a product, it may be because its process for keeping track of stock is inefficient.

Computerised stock systems can help a business control stock. Some manufacturing businesses use 'just-in-time' inventory systems, so that materials arrive as close as possible to when they are needed. This means the business does not need to hold vast amounts of stock, thus reducing storage costs and the possibility of waste or damage.

Quiz me!
A quick quiz on innovation in business

Source 6 Pizza Hut has teamed up with Toyota to develop a driverless pizza-making truck. The Tundra PIE Pro is a zero-emissions pickup truck with a pizza-making operation in the truck bed, giving Pizza Hut the ability to deliver a pizza fresh out of the oven.

20.2 CHECK YOUR LEARNING

Review and understand

1 **Define** the term 'innovation'.

2 **Describe** two marketing techniques commonly used to influence consumers.

3 **Identify** what particular market segment or segments the following products would likely appeal to:

- **a** shaving cream
- **b** hairspray
- **c** walking frame
- **d** Nike runners
- **e** outdoor heater.

4 **Outline** how Coles managed to increase sales through the 'Little Shop 2' campaign.

5 **Summarise** why the UK business John Lewis Partnership is considered an innovative company.

6 **Explain** why marketers use different techniques to influence the buying choices of consumers.

Apply and analyse

7 In order to make a product more effective, it is useful to think about the problems that consumers might experience when using it. For example, one of the problems with buying a fresh lettuce is that it has to be washed. Many supermarkets now supply washed lettuce for consumer convenience. **Explain** how three products you use have been improved or could be improved.

8 Think of two products you have purchased. Were these products specifically marketed to consumers in your age group? **Justify** (give reasons for) your answer.

9 Read the following scenarios. **Propose** two ideas to each business owner as to how they can be more effective in their business.

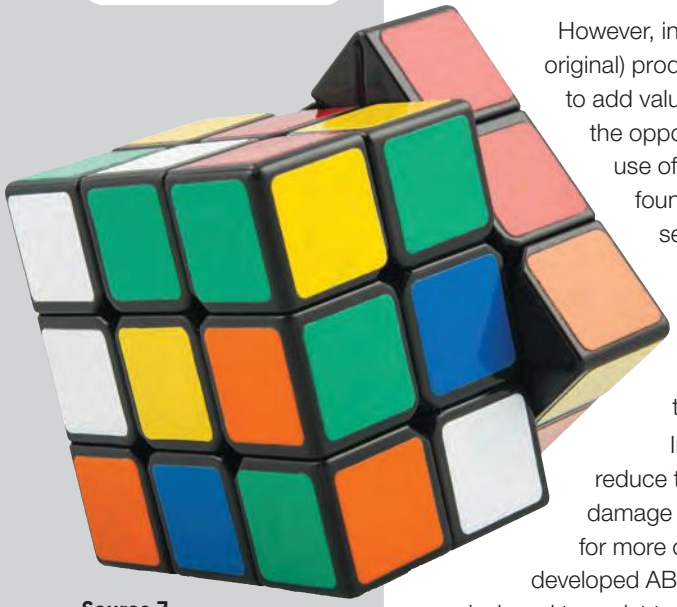
- **a** Amira owns a bakery, but has noticed that another bakery at the end of her street is much busier than she is. Amira has been making the same cakes since she started the business three years ago and has not changed anything about it.
- **b** Lee runs an online rubber stamp business. Businesses can order a custom-made business stamp and ink pads. Lee analyses the number of customers who visit his website and realises that his business is just not being seen. He set up a webpage to obtain customer feedback. One customer said she had trouble visualising what the stamp would look like, and so she did not buy it.
- **c** Kyla has an online gift shop. She prides herself on having the greatest range of gifts for the home, but her competitors are more popular. Customers find it difficult to find what they want on Kyla's website and the photography is very unappealing.

20B RICH TASK

Quizlet
Revise the key terms you have learnt so far.

Innovating for business success

Innovation can be the key to business success. Take the Rubik's Cube, for example, which was invented by sculptor and professor of architecture Ernö Rubik in 1974. We had all seen puzzles before, but not a 3D puzzle that was so entertaining it became the best-selling puzzle in the world.



Source 7 The Rubik's Cube is an example of a novel innovation that has enjoyed huge commercial success.

However, innovation is not always about the creation of novel (that is, new and original) products such as the Rubik's Cube. Innovation can be used in all businesses to add value to existing products. For example, cosmetics giant L'Oréal recognised the opportunity for providing tailored beauty solutions to its customers with the use of technology. The L'Oréal Perso is a smart dispenser that blends lipstick, foundation or skin-care formulas tailored for individual users. Users take a selfie with the device's app, which uses an algorithm to suggest a product that is then mixed and dispensed from the device in the user's home.

Product innovation can give a business a competitive edge. One of the keys to innovation, though, is realising that change is necessary. Change in technology has meant that businesses must change the way they produce their product, or be left behind.

Innovative products that allow other businesses to lower labour costs, reduce the materials needed to make a product, or decrease environmental damage are much sought-after. Van Robotics CEO Laura Boccanfuso saw the need for more cost-effective and practical robot solutions for real-life applications. She developed ABii, a robot tutor that teaches primary school-level numeracy and literacy. It is designed to assist teachers and parents in providing individualised learning help to students.

Source 8 The ABii robot tutor is one of many examples where robotics technology is increasingly being introduced into the real world.

KEY SKILL
Reasoning & decision making

Being innovative in business

You may not have thought about innovation as being a skill before, but like many aspects of business, it is something that can be learnt, practised and improved. A business that strives to add value to its product and changes according to consumer demand is more likely to stay in business and remain competitive. Businesses now compete in a global market, and the emphasis is on not only producing good products, but also producing them in a cost-effective way.

Roger La Salle is an innovation expert who has developed the 'four seeds' approach to product innovation. This provides a structure that can be followed to help a firm find innovative ways to improve its business – whether it is creating a new product, improving an existing service, streamlining work processes or simply finding new business opportunities.

Follow these steps to use the 'four seeds' approach to business innovation:

Step 1 Change the product. How can the product be changed for the better? (Seed 1)

Step 2 Add accessories. It is not just the product that is important. The accessories, such as an iPad cover or a mobile phone case, can add value to a business. (Seed 2)

Step 3 Add complementary products. When a business is selling a product such as a hamburger, fries and drinks that might go with it can be offered for purchase as well. (Seed 3)

Step 4 Enhance the sales channels. A sales channel is a business's access to a customer. Coles is an example of a business that has used its relationship with customers to sell other products, such as insurance, in addition to its main business of selling groceries. (Seed 4)

For more information on this key skill, refer to page 452 of 'The economics and business toolkit'.

Practise the skill

1 This task focuses on Seed 1 from La Salle's 'four seeds' approach, and relates to changing a product.

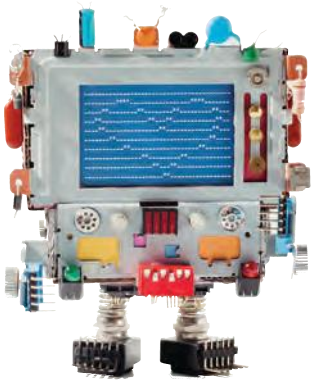
Create a table like the one in Source 9 on the next page, and practise your innovation skills by devising a new way to produce each product listed in the first column. Answers for the first product (a tablecloth) have been provided as an example.

Here are some of La Salle's suggestions to help get your innovative ideas flowing.

- *Make a wish for the product* – for example, take a simple product, like a pen. You may wish it did the writing for you if you told it what to do. Make a wish for each product listed in your table and put it in column 2.
- *Think about the life cycle of the product* – if we use the example of a pen again, it might only last a month depending on how much you write. State the life cycle of each product in column 3.
- *Analyse the problem with the product currently* – for example, pens are never there when you need them! State the problem with each product in column 4.
- *Review your answers for each of the products* – in the final column, state (a) what your innovative idea is, and (b) whether you think your idea would have commercial success.

2 If you have a great idea, this becomes your intellectual property (IP). You can legally protect this idea from being taken by others. Go to the IP Australia website (a link is provided on your obook pro) and use the interactive called 'IP in everyday life'. List the products you have used today and tick the ones that you think have protected IP.

Weblink
IP Australia



Source 9 This table can help you practise your innovation skills.

The product to change	A wish for the product	The life cycle of the product	The problem with the product currently	Innovation (a) What is your idea? (b) Do you think it would have commercial success? Why or why not?
Tablecloth	It is always clean. You can design your own tablecloth and change the colour.	It becomes stained and only lasts a year or so.	It requires constant laundering. You cannot find one to suit your decor and/or you are tired of the colour.	(a) Design a table for restaurants that has a self-cleaning tablecloth (b) Further research and development is required.
Mobile phone				
Can of drink				
Chair				
Calculator				
Getting a haircut				
Going out to dinner				

Extend your understanding

1 Choose two of the following Australian innovations and conduct some research to find out more about them.
- fire-stick farming
- Granny Smith apples
- Pink Lady apples
- Vegemite
- pre-paid postage
- School of the Air
- Clean Up Australia (and Clean Up The World)
- Earth Hour
- Speedos
- Sydney Opera House
- Caroma dual-flush toilet
- Solar Sailor
- wave piercing catamaran.

2 For each innovation you chose and researched in question 1, **explain**:
- **a** why this product was innovative
- **b** how it has been successful
- **c** who led the innovation and when they did it.

Source 10 Pink Lady apples, Vegemite, Earth Hour and the Sydney Opera House are just a few Australian innovations.

20 CHAPTER REVIEW

Review questions

20A What is a competitive advantage and how does it benefit business?

1 **Define** the term 'competitive advantage'. (1 mark)

2 **Explain** the importance of being responsive to consumer needs, with reference to a business you are familiar with. (3 marks)

3 **Outline** three different ways in which a business can gain a competitive advantage, providing an example of each. (6 marks)

(Total: 10 marks)

20B What is innovation and how can it be used in business?

1 What is meant by the term 'segmenting'? (1 mark)

2 **Identify** one innovative product you are familiar with, and **explain** why you consider it to be innovative. (4 marks)

3 'Innovation is not possible without technology.' Do you agree or disagree with this statement? **Justify** (give reasons for) your response, making reference to one business. (5 marks)

(Total: 10 marks)

Source 11 How would you make a business in a shopping mall stand out from the crowd?

Review activity

This activity is designed to develop your understanding of innovation and the creative process. Read the text carefully and answer the questions that follow.

Thinking outside the box

Source 12

Innovation is all about problem solving. When we think of better ways of doing things, we are in effect solving problems associated with the old way of doing things. Innovation looks not only at ways in which we can create or improve products, but also at how we can use them more effectively; for example, by finding a way in which they can be reused.

1 Consider the product shown in Source 12 and answer the following questions:
   - **a** Briefly **describe** the product. **Identify** what it is primarily used for. (3 marks)
   - **b** **Identify** three possible alternative uses for the product. (3 marks)
   - **c** **Outline** two reasons why you believe the product is effective for the purpose you identified in question 1a. (2 marks)
   - **d** **Identify** two problems with using this product for the purpose you identified in question 1a. (2 marks)

2 **Create** a design for an alternative product for the purpose you identified in question 1a. Your design should include:
   - **a** an illustration, with dimensions given in centimetres
   - **b** a description of all of the features of your product
   - **c** a brief explanation as to why your product is a viable alternative to the one shown in Source 12.)

   (Total: 7 marks)

3 **Explain** what is meant by the proverb 'necessity is the mother of all invention', providing an example of an invention that was born out of necessity. (3 marks)

(Total: 20 marks)

Check your Student obook pro for these digital resources and more:

- **Student book questions** Chapter 20
- **Key skill worksheet** Communicating & reflecting: Chapter 20
- **Quizlet** Play a game of Quizlet on The business environment.
- **Chapter review quiz** Chapter 20

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PART 4

Civics and citizenship

Skills

Chapter 21 The civics and citizenship toolkit 506

Government and democracy

Chapter 22 Australia's democracy in the global context 516

Laws and citizens

Chapter 23 The Australian Constitution and the High Court 554

Chapter 24 Australia's international and legal obligations 572

CHAPTER 21

The civics and citizenship toolkit

Being a citizen means you belong to a community and have certain rights and responsibilities. In Australia, these rights include the right to vote for members of parliament to represent your views; the right to go to school and work; and the right to speak freely about the issues that concern you. Australian citizens also have responsibilities – you must abide by the laws of the nation.

Civics and citizenship is the study of these rights and responsibilities. It is also about how the government works and how the country is run. Understanding how the political system functions gives us an insight into how our vote can affect the future of our country and the global community.

Source 1 Parliament House in Canberra is the meeting place of Australia's federally elected politicians, and is where decisions are debated and made about how our country is run.

21A

What are the civics and citizenship skills?

21.1 Civics and citizenship skills

Civics and citizenship studies help us learn to question, interpret information and argue our point of view. The classroom is a forum for you to share your opinions and see things from a wider range of perspectives when examining topics such as compulsory voting, the right to a fair trial and Australia's treatment of people seeking **asylum**.

asylum
protection or shelter provided by a nation to a person who has been forced to leave their home country due to conflict or political unrest

Studying civics and citizenship requires you to analyse information and ask a range of questions to find out more about an issue. You will learn to question and research information by asking 'what', 'why', 'when', 'who' and 'how' to uncover the truth. Through investigating an issue you will be able to arrive at your own point of view, while understanding the reasons why others may think differently.

Source 1 The skills used while studying civics and citizenship

Asking questions and conducting research	• Developing, selecting and evaluating questions to investigate Australia's political and legal systems • Identifying, gathering and sorting information and ideas from a range of sources, and referencing as appropriate • Using ICT to locate relevant sources
Analysing sources	• Critically evaluating information and ideas from a range of sources in relation to civics and citizenship topics and issues • Drawing conclusions about the usefulness of sources • Separating fact from opinion • Accounting for different interpretations and points of view
Evaluating and decision making	• Recognising and considering multiple perspectives and ambiguities, and using strategies to negotiate and resolve contentious issues • Using democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action
Communicating and reflecting	• Presenting evidence-based civics and citizenship arguments using subject-specific language • Reflecting on our role as a citizen in Australian, regional and global contexts

Source 2 Australian citizens have both rights and responsibilities. One of these responsibilities is to vote in elections. By voting for the issues that are important to us, we have the power to influence the way our country is run.

21.2 Asking questions and conducting research

Developing questions

An active and engaged citizen is curious and asks lots of questions. As a student of civics and citizenship, you should not immediately believe everything you hear or read, but instead learn to question the motivation behind someone's point of view or actions. You should check facts and look at the arguments for and against a certain issue before reaching your own conclusions. When stating your own viewpoint, seek to support this with evidence such as statistics, cases from the past, quotes from relevant sources and sound reasoning.

Gathering information

Sources provide information for informed citizens. They can take many forms – from written records in books or online to live interactions that may be captured by different forms of media. Some examples of sources include case transcripts and judgments, newspaper articles, letters, tweets, blogs, Facebook posts, cartoons, diaries, interviews and live debates.

Locating a range of relevant sources involves a number of research methods, such as:

- using online search engines such as Google
- visiting government websites
- looking at newspaper and magazine articles online
- contacting local members of parliament or asking a person with expertise in the subject
- interviewing class members or family members to gain an insight into their views on a particular issue.

Using ICT to locate relevant sources

Although books and newspapers are valuable sources of information, most research today is conducted online. To ensure that sources gathered online are accurate, reliable and relevant, a number of guidelines should be followed:

- Search engines such as Google are useful research tools, but much of the material found on websites suggested by search engines is not reliable and may contain inaccuracies, or false and misleading information, or be out of date. When using search engines, be sure to define your search using keywords. Your librarian or teacher is a good person to ask for help and information.
- A reliable way of searching for sources is to use sites linked to educational institutions, government departments, reputable companies and universities. A quick way of telling if a site is reputable is to look at the suffix of the domain name, which is part of the URL (internet address). Some of the most common domain suffixes are listed in Source 3, along with some information about their reliability.
- Avoid blogs posted by unknown individuals. If you find information relevant to your investigation on a blog or social media site, always verify it by using a more reliable source.
- Never cut and paste information from the internet straight into your own work. Taking someone else's work, ideas, words or images and using them as if they were your own is called plagiarism, and can have very serious consequences.

Source 3 Guidelines for determining the reliability of websites

Domain suffix	Description
.edu	• The site is linked to an educational institution, such as a university or school. • These sites are generally very reliable.
.gov	• The site is linked to a government institution, e.g. the RBA (Reserve Bank of Australia) or the ABS (Australian Bureau of Statistics). • These sites are generally very reliable.
.net	• The site is linked to a commercial organisation or network provider. • Anyone can buy a domain name with this suffix, and generally nobody regulates the information posted on the site. • As a result, these sites may be unreliable.
.org	• The site is linked to an organisation. • Usually, these organisations are not-for-profit, e.g. the UN (United Nations) or the OECD (Organisation for Economic Co-operation and Development). • If the organisation if reputable and can be contacted, this generally means that the information provided has been checked and verified by that organisation. • You need to be aware of any special interests that the organisation may represent (e.g. particular political, religious or commercial interests), as this may influence what it has to say on an issue. • If you are unsure about the reliability of information found on a website with this domain name suffix, check with your teacher or librarian.
.com	• The site is linked to a commercially based operation and is likely to be promoting certain products or services, e.g. banks. • Domain names with this suffix can be bought by anyone, so the content should be carefully checked and verified using another, more reliable source.

Check your learning
Log onto your obook pro to complete the questions for topic 21.2.

Source 4 You need to ensure that sources of information gathered online are accurate and reliable.

21.3 Analysing sources

Analysing information

All sources are affected by the author's own attitudes or beliefs. In some cases, the author may have been paid or forced to write in a particular way, or to ignore important facts from an event or story. This is referred to as a bias, and is often aimed at persuading a reader or viewer to agree with the person who created the source. In politics, and therefore in the study of civics and citizenship, people often write or speak about issues from their own perspective. This is why we must carefully evaluate and analyse sources when we are drawing conclusions from them.

KEY SKILL
Analysing sources

Identifying and describing points of view, attitudes and values in sources

A person's perspective is their point of view – the position from which they see and understand events going on in the world around them. The more controversial an issue is, the more likely it is that there will be strong, competing points of view.

These are just some controversial civics and citizenship issues:

- Australia becoming a republic
- Australia's treatment of asylum seekers
- the treatment of Aboriginal and Torres Strait Islander peoples, including the issue of deaths in custody
- retaining the jury system
- policy on climate change
- foreign investment in Australia.

Step 1 Identify a controversial issue.

Step 2 List the people affected by the issue.

Step 3 Locate sources depicting all points of view about the issue.

Step 4 For each point of view, describe the point of view being expressed. Why is this view being expressed? Who is expressing it? What are they saying?

Step 5 What affects this person's point of view? Think about the person's role and personal experience, whether they stand to benefit financially and their ability to tolerate difference in others.

Practise the skill

1 Use the steps above to look closely at a controversial issue of your choice. You may choose one of the issues listed above, or select a more localised issue, such as:
   - the use of mobile phones at school
   - your school's efforts to protect the environment
   - your school's efforts to provide healthy food and drink options at the canteen.

Source 5 Controversial civics and citizenship issues include Australia's treatment of Aboriginal and Torres Strait Islander peoples and asylum seekers.

A useful source is one that will add to your understanding of a civics and citizenship question or issue. The source needs to be relevant to the topic or question asked and must also be reliable. The following are good questions to ask in order to determine the usefulness of a source.

- Is the source reliable?
- Is there enough information and sufficient detail in the source to help me answer the question?
- Does the information in the source support and reinforce evidence from other sources?
- Is the source balanced or does it present one point of view (that is, is it biased)?
- Is the source based on fact or opinion?
- Is the information in the source current?

Separating fact from opinion

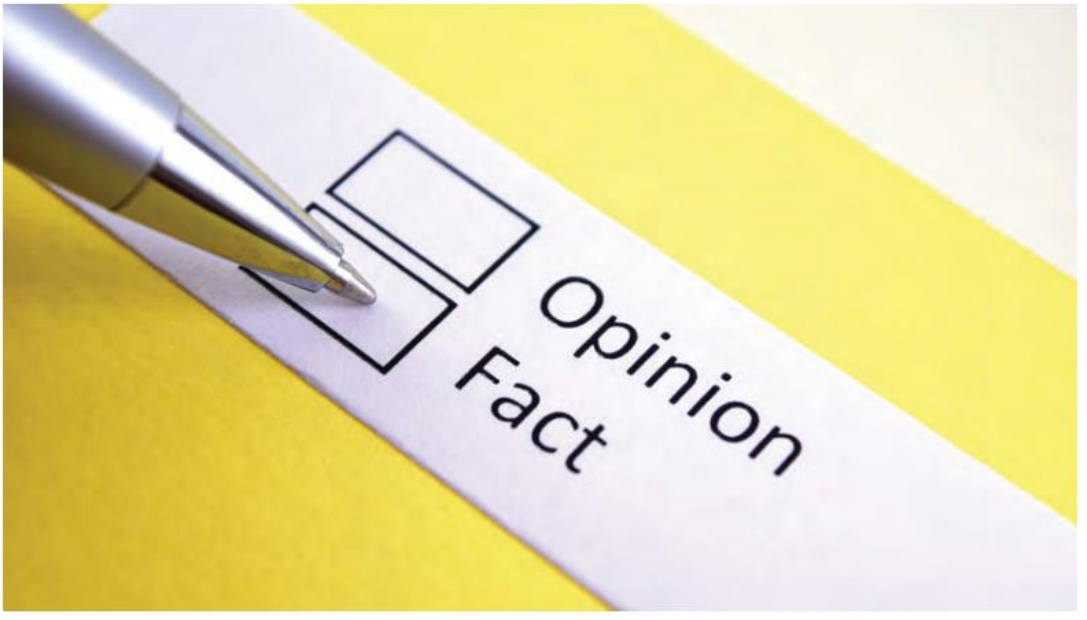
The conclusions you draw about the sources you have found will determine their usefulness. In many cases, this means separating fact from opinion. A fact is something that can be proved: when an event took place, what happened and who was involved. An opinion is based on what a person, or persons, may believe to be true.

A simple way to detect whether a statement is fact or opinion is to look closely at the language used. The use of words such as 'might', 'could' and 'think' all indicate that an opinion is being expressed. For example:

- Fact: Australia is part of the British Commonwealth and Queen Elizabeth II is our head of state.
- Opinion: The Queen has no involvement in the daily running of the country so she should not be our head of state. It is time Australia became a republic so we can elect our own head of state.

Accounting for different points of view

Perspective and bias are not just limited to the people who create source material. Interpretations of sources can also vary widely from person to person. Age, gender, social position, beliefs and values can affect perspective.



Source 6 As a civics and citizenship student, it is important that you can tell the difference between fact and opinion.

Check your learning
Log onto your obook pro to complete the questions for topic 21.3.

21.4 Evaluating and decision making

Recognising different points of view

When you consider a civics and citizenship issue, once you have collected and analysed the information you need, you can draw on your evidence to come up with an answer, or conclusion, to your question. In order to come to a fair conclusion, it is important to take into account any perspectives, uncertainties or contentious issues that could disrupt your evaluation.

For example, the family of a victim of crime may say to the media that a sentence given to a criminal was insufficient and unjust. This may be true, but it is important to consider how the harm to or loss of a family member due to crime may influence opinion. Listening and being respectful of opinions that may be different from our own is an important skill to practise in civics and citizenship, so that we can discuss issues rationally with others. If we are unable to listen or do not try to understand other people's perspectives, we can create conflict. When issues have clear sides or perspectives, it can be better to hold open discussions to address people's ideas or to negotiate a middle ground, rather than just escalating the issue by fighting.

Using democratic processes to agree on a course of action

Once you have come to a conclusion, you must decide on a course of action. Imagine that the question you are researching was if there were enough places to sit outside in your school yard. You surveyed people, compared the landscape with other schools in your area, and have come to the conclusion that there are not enough. What do you do now?

You could decide to do nothing if the problem is not that bad; or you can decide to propose action. This action might include writing to your principal or school council. Or, with the permission of your teachers, you might raise money yourself to pay for more benches around the school.

It is possible to take action as an individual or as a group. Sometimes, trying to get things done by yourself can be a lot of work, and help from a team is useful. If you are going to propose action as a group, or collective, you will need to follow a more democratic process.

Just like in a democratic election, a democratic process is one in which everyone has an opportunity to have their say. This might include giving all members of a group the opportunity to contribute to a discussion, ensuring that information is conveyed to all group members, and providing group members with adequate time and opportunity to respond and vote on an issue.

Check your learning
Log onto your obook pro to complete the questions for topic 21.4.

Source 7 In a democratic process, everyone has the opportunity to have their say. Taking a vote is one way to reach an outcome that reflects the majority view.

21.5 Communicating and reflecting

Quizlet
Become familiar with civics and citizenship terms by reviewing them on Quizlet.

The ability to communicate your findings is an important skill in civics and citizenship. You can communicate your findings in many ways, including through multimedia presentations (using software such as PowerPoint or Prezi), posters, reports, blogs or letters to someone who can help you take action (such as your teacher or local council).

Whichever format you decide to use, it is a good idea to include these features:

- an introduction – let people know what your questions was, why you asked that question and why it is important. This is also a good place to define any key terms you are using.
- an explanation of what research you did – why did you use the particular sources you chose?
- an explanation of your results – you might like to present your results as graphs, tables or photographs to make them easier for your audience to understand.
- a conclusion – what were your findings? Explain why you came to that conclusion by evaluating your results.
- a proposal for action – what needs to be done now? How can your audience get involved? Predict the consequences of your proposal for action.

When presenting your findings, remember that a common language is used in civics and citizenship, just as it is in science and mathematics. Source 8 defines some commonly used terms. Additional civics and citizenship terms can be found in the glossary at the end of this book, and are also defined throughout the chapters.

Source 8 Some useful civics and citizenship terms

Citizen	a person who legally lives in a geographical area, such as a town or country
Citizenship	a person's status as a citizen; in a wider context, citizenship encompasses the rights and responsibilities that citizens exercise
Civics	the study of the rights and responsibilities of citizens and how government works
Democracy	a political system (or system of government) where the people determine how they will be managed or governed, and may exercise the power to directly govern themselves or elect representatives to govern on their behalf
Diversity	having many different forms; when referring to people, diversity means that people come from different racial, ethnic, socio-economic, geographical, educational or professional backgrounds
Globalisation	the process that involves all the countries of the world being linked together, resulting in an exchange of views, ideas, products and culture
Government	the elected members of parliament who make decisions for a nation or state; the government is made up of the party or coalition that has won a majority of seats in the lower house of parliament
Parliament	a formal assembly where elected representatives gather together to discuss political issues and make laws
Pluralist society	a diverse society where there is tolerance of different beliefs

Reflecting on your role as a citizen

Many Australian citizens go beyond the legal responsibilities they have as citizens, and help make the world a better place by contributing to their community on a local, national and/or global level. They do this because they care about the community they live in and believe they have a social responsibility to make it a better place.

Local citizens

At the local level, a citizen may give their time or resources to help others in need, such as by giving to a local charity or helping at the local school fete. For example, Ronni Kahn (see Source 9) founded OzHarvest in 2004 in Sydney. This charity collects quality, surplus food that would otherwise go to waste from places such as supermarkets, cafes, restaurants, hotels and airlines – and delivers it to charities to help feed people in need.

Regional citizens

A regional citizen may work at the national level to provide a better future for all Australians. One of the most common ways for regional citizens to achieve this is by supporting a charity or cause. Grace Tame is an example of an Australian citizen who has campaigned to raise awareness of sexual assault in Australia, after her own experience of being sexually abused as a teenager.

Global citizens

A citizen may act on the global level to help make the world a better place to live in. The late Fred Hollows is an example of a global citizen. He used his skills as an eye specialist to restore eyesight to thousands of people in Australia and in many other countries around the world.

Source 9 Ronni Kahn (right, pictured with federal Labor member of parliament Tanya Plibersek) started OzHarvest when she saw how much food was going to waste from her events business. With one van, she began delivering surplus food to charities to help feed people in need.

Source 10 In 2021, Grace Tame was named Australian of the Year for her work as an activist and advocate for survivors of sexual assault. Tame experienced sexual abuse as a teenager.

Source 11 Fred Hollows was known for working with people around the world to restore the eyesight of those who could not otherwise access corrective surgery.

Check your learning
Log onto your obook pro to complete the questions for topic 21.5.

CHAPTER 22

Australia's democracy and the global context

A democracy is a system of government in which the people have the power to determine how they will be ruled or managed. As US President Abraham Lincoln stated in 1863, representative democracy is 'government of the people, by the people, for the people'. This implies that democratic governments should be elected by the people to make and implement laws on their behalf, and be able to justify their actions.

A strong and resilient democracy must be based upon the core beliefs and values held and respected by the majority of society.

Source 1 In Australia, one of the key principles of our democracy that is protected by law is the freedom of assembly. This grants us the right to protest. Here, a young woman holds a sign at a Black Lives Matter protest in Melbourne, 6 June 2020.

22A

What are the key features of Australia's system of government?

22B

How is Australia's democracy influenced by the international community?

22C

What are the features of a resilient democracy and a cohesive society?

22.1 Key features of Australia's system of government

In this topic, you will:

» examine the key features of Australia's system of government.

Australia is a unique country made up of over 26 million people. Our population includes Aboriginal Australians, who are one of the world's oldest continuous cultures (dating back over 65 000 years). It also includes people who have migrated from countries all around the world. With approximately 30 per cent of Australia's total population being born overseas, Australia is truly a **multicultural** society. Although many of us may eat different foods, celebrate different festivals, play different sports and embrace different religions and values, most of the time we manage to live together in unified way, with a high level of **social cohesion**.

multicultural
a society in which many cultures coexist peacefully and equitably

social cohesion
the willingness of members of a community to live together in a peaceful and cooperative way in order to survive and prosper

The role of government in Australia

In Australia we have a variety of systems, structures and laws designed to ensure that all members of our society can live together in a united, safe and peaceful manner. For example, our court system enforces the law and resolves disputes in a fair and unbiased way. Our system of government makes laws that reflect the prevailing views and moral standards held by most Australians. In addition, our **governments** aim to ensure that all Australians have access to basic goods and services, including health care, food, housing, education, roads, public transport, and utilities such as water, electricity and internet connection.

Government also supports all Australians in maintaining reasonable **living standards**. This involves making sure that people who wish to work have jobs, and that those who are unable to work or find it difficult to work – for example, the elderly, people with disabilities, carers, refugees and asylum seekers– are provided with income support and access to basic goods and services.

government
the elected members of parliament who make decisions for a nation or state; the government is made up of the party or coalition that has won a majority of seats in the lower house of parliament

living standards
the level of wealth, material goods, comfort and life necessities available to people living in a geographical area

Australia's system of government

In Australia's system of government, our laws are made by parliaments. A national 'system of government' broadly refers to the way in which a country is managed or controlled; while a **parliament** is a group of representatives who have been elected by the people to make laws on their behalf. A parliament performs a variety of tasks, including:

- making new laws and altering existing laws so they reflect the views and values of the majority of the people, and benefit society
- discussing and debating matters that affect the community
- examining problems that exist within society
- reviewing perceived injustices in the law.

Australia's system of government is based on a **federal parliamentary system**. This means that the nation is divided into states, each of which has its own parliament that is responsible for making laws for the residents of that state. In addition, there is one central or federal parliament, which has the power to make laws that apply to the entire country. In Australia, we have parliaments for

parliament
a formal assembly where elected representatives gather to discuss political issues and make laws

federal parliamentary system
a political system where the responsibility to make or change laws is shared by one national (or federal) parliament and several state parliaments

Source 1 People protesting to urge the Australian Government not to reduce its spending on basic services

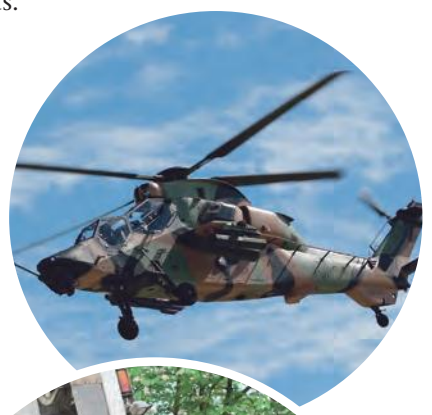
each of the states and territories, and one Commonwealth Parliament (often referred to as the federal parliament) which is located in our nation's capital, Canberra.

Each state and territory also has local governments. These are called local or municipal councils, and have been given the power by the state and territory parliaments to make local laws – often called by-laws – and provide services for a local community, district or region. Like the federal, state and territory parliaments, local councils are elected by the residents in each local area. There are more than 530 local councils in Australia today, with approximately 55 per cent being located in regional, rural or remote areas.

Quiz me!
A quick quiz on key features of Australia's system of government

Source 2 Australia's three levels of government

Level of government	Examples of areas of law-making power
Commonwealth (federal)	• currency • defence • marriage • customs and border protection • Australian citizenship
State and territory	• primary and secondary education • health services • water • electricity • public transport
Local	• local infrastructure (e.g. roads, footpaths, waste collection) • recreational facilities (e.g. parks, libraries and swimming pools) • aged care facilities • child care facilities



Source 3 Australia's three levels of government have different law-making powers, covering areas such as defence (federal), education (state/territory), and waste collection (local).

22.1 CHECK YOUR LEARNING

Review and understand

1 **Identify** three roles of government in Australia.

2 **Explain** why Australia's system of government is referred to as a federal parliamentary system.

3 **Outline** three tasks performed by Australian parliaments.

Apply and analyse

4 Briefly **distinguish between** the three levels of government in Australia.

Evaluate and create

5 Using the internet, investigate the role of your state or territory government and complete the following tasks.

a **Identify** 10 different services that it provides to the community.

b **Identify** the premier or leader of your state or territory's government, and the political party to which they belong.

c **Outline** three laws that have been introduced or changed within the past two years. **Suggest** why these laws were introduced or changed. Do you support the introduction or change of these laws? Why or why not?

d Imagine you could introduce two new laws in your state or territory. What would they be? **Justify** (give reasons for) your choices and compare them with those of your classmates.

6 **Create** a PowerPoint presentation or poster that illustrates the role and responsibilities of one of the three levels of government in Australia.

22.2 Principles of Australia's system of government

In this topic, you will:

» examine the key principles of Australia's system of government.

As we have seen, Australia's system of government is based on the federal parliamentary system, with one central Commonwealth Parliament, six state parliaments and two mainland territory parliaments. It is also based on a variety of underlying principles or beliefs that aim to ensure that our nation is managed in a fair and just manner. These include that governments:

- must protect the rights and freedoms of individuals
- must make laws that reflect the views and values of the people
- must be accountable to the people
- must not abuse their power.

Governments must protect the rights and freedoms of individuals

Our system of government is also often referred to as a liberal democracy. This means it aims to protect a range of basic human rights, freedoms and values that advance the wellbeing of individuals, and place limits on the level of government control or interference. While the parliaments have the power to make laws that regulate the behaviour of people, they should not make laws that are excessive, or unnecessarily limit the activities of individuals.

For example, we have laws that:

- protect our broad right to **freedom of speech**
- protect our basic right to **freedom of assembly**
- limit individuals from behaving in an offensive or indecent manner in public.

freedom of speech
the right of individuals to publicly express their views and opinions (provided these statements are not false, hateful or cause harm) on political issues without fear of being punished by the government

freedom of assembly
the right of individuals to peacefully gather together to form a group or association to pursue a common goal

Source 4 The law protects our general right to freedom of speech and peaceful assembly. In this image, people march in Melbourne in March 2021 protesting the sexual harassment of women.

Governments must make laws that reflect the views and values of the people

One key feature of Australia's system of government is that it is based on the principle of **representative government**. This means our Commonwealth, state and territory parliaments consist of members who are elected by the people to make laws on their behalf. One way the principle of representative government is upheld in Australia is by holding regular free and fair elections, where the people can vote for individuals to represent them in parliament. If these elected members of parliament fail to make laws that represent the views, values and moral standards of the majority of voters, they jeopardise their chance of being re-elected.

representative government
a system of government in which the people elect members of parliament to make laws and manage the country on their behalf; also called representative democracy

In Australia, federal parliament elections are held every three years, while elections are held for state and territory parliaments every four years. Voting in federal and state/territory elections is compulsory for all eligible citizens aged over 18 years. Those who do not enrol to vote, or do not vote on election day, may be fined approximately $85. Australia is one of only a few nations in the world that has compulsory voting in elections.

Key skill worksheet
Evaluating & decision making: Recognising different points of view when making laws

Source 5 Arguments for and against compulsory voting

Arguments for compulsory voting	Arguments against compulsory voting
• helps ensure our parliaments have the support of the majority of people, not just those who bothered to vote	• forces people who are not interested in politics or the outcome of the election to cast an ill-informed vote
• may force candidates and political parties to consider the needs of all voters, or the entire community, when making policies	• is a violation of individual rights to force people to vote – because a right is a freedom that individuals have or choose to use, not an action they are compelled to undertake

Governments must be accountable to the people

The principle that the government must be accountable – or answerable – to the people is also known as the principle of **responsible government**. Being accountable to the people means that governments must be able to justify their actions and decisions to the voters.

responsible government
the requirement that the government must be accountable to the people for its actions and decisions, and that members of the government must carry out their duties in an honest manner or resign

One way that Australian governments are accountable is in parliamentary Question Time (see Source 6), where all members of parliament are given the opportunity to question the government on its policies and actions. Often parliamentary Question Time can become quite intense, as members of the government and the opposition disagree about political issues.

Members of the public can also hold the government accountable by emailing or visiting their local member's office to directly question them.

The principle of responsible government also ensures our governments are accountable by stating that any member of the government who acts in a dishonourable or irresponsible manner has a duty to resign from their position. Throughout the years many elected members of state and federal governments have voluntarily resigned from their positions after being accused or proven to have acted dishonestly.

Source 6 Victorian Premier Daniel Andrews speaks passionately during Question Time in the Victorian Parliament.

Governments must not abuse their power

separation of powers
the principle of government that ensures no single group in the parliamentary system can administer the law, make the law, and interpret and apply the law

The principle of the **separation of powers** prevents our governments from abusing their power, or making laws beyond their power, by ensuring that no single group or body within our parliamentary system holds more than one of the three main powers of government. The three main powers are:

- *executive power* – the power to administer or implement the law, held by the government; at federal level, this power is exercised by the Governor-General (as the Queen's representative), the Prime Minister and senior ministers
- *legislative power* – the power to make the law, held by parliament
- *judicial power* – the power to interpret and apply the law, held by the courts; this allows the courts to enforce the law and settle disputes.

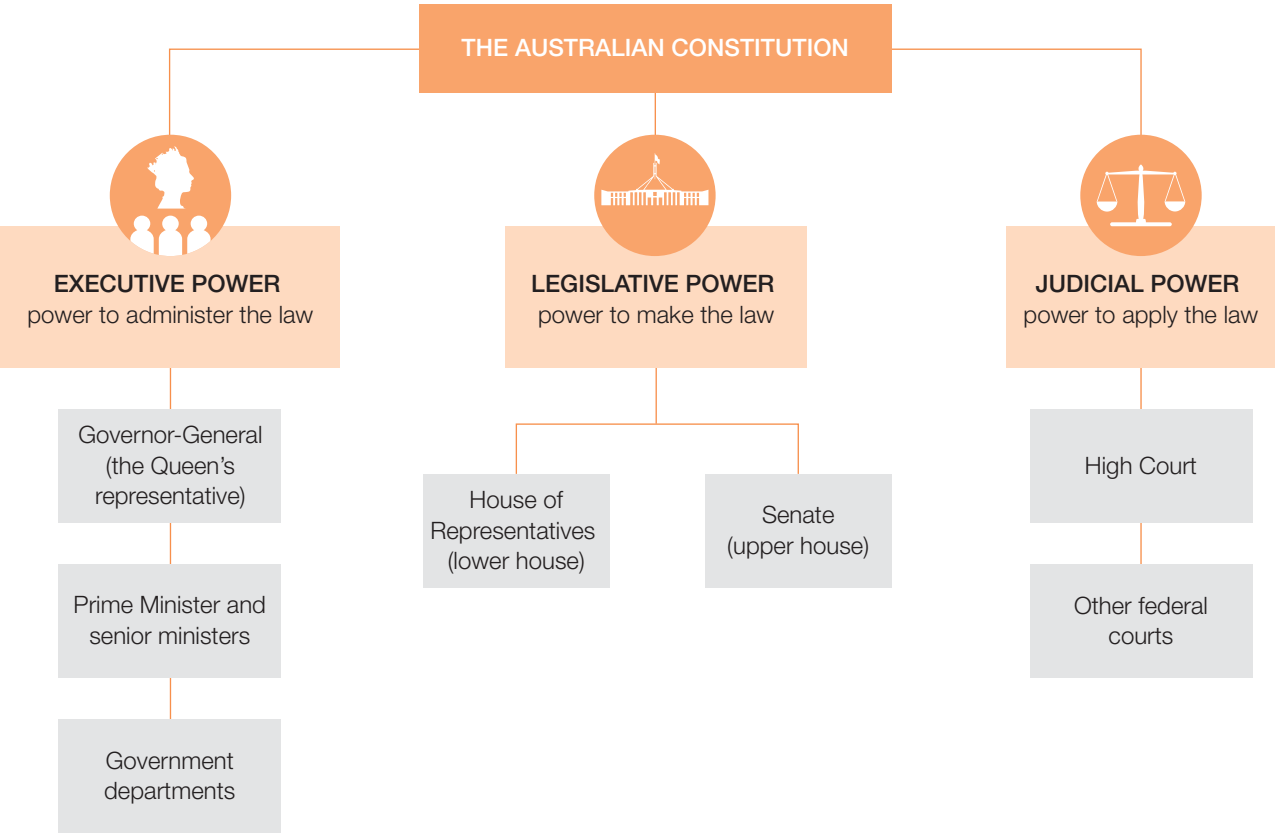
Australian Constitution
a set of rules and principles that guide the way Australia is governed

In Australia, the separation of powers at federal level is established by the **Australian Constitution** (see Source 7).

judiciary
a legal term used to describe the courts and judges

In practice, however, the executive power and the legislative power are combined, while the **judiciary** remains independent. For example, the government and the parliament have the power to make and administer the laws, but they do not have the power to apply and interpret the law, which is the role of the courts. This independent court system allows our judges to resolve disputes without any outside influence from government, party politics or voters. Judges are free from political bias, which means they are impartial when applying the law.

Keeping the judiciary independent means the courts can act as a check on parliament, and make sure that parliaments do not make any laws beyond their power. If a person or organisation believes that a parliament has made a law that abuses its powers, they can challenge the law in court. If this challenge is successful, the law can be declared invalid by a judge.



Source 7 The principle of the separation of powers at federal level, as set out in the Australian Constitution

CASE STUDY

The separation of powers

In 2016, a man named Aaron Graham received a letter from the Australian federal government. Graham, who was born in New Zealand, had been living in Australia for 40 years when he was informed that his visa (formal permission to live in Australia) had been cancelled and he could no longer live here.

Graham's visa was cancelled in accordance with the *Migration Act 1958*. This law was passed by the Australian Parliament in 1958, giving the Minister for Immigration and Border Protection the power to cancel an individual's visa if they believed doing so was in Australia's national interest. Under the *Migration Act*, the Minister was not required to provide Graham or the courts with any details explaining why the visa had been cancelled.

In 2009, Graham had been found guilty of assault charges. He was also a member of an outlaw motorcycle club called the Rebels. The Minister believed that cancelling Graham's visa was in the national interest because of these reasons, but Graham claimed that the section of the *Migration Act* that allowed this to happen without any explanation breached (violated) the principle of the separation of powers. Graham claimed that by not sharing the reasons for his decision, the Minister had not allowed the courts to make an informed decision about the facts of the case.

In 2017, the High Court of Australia made a number of rulings in relation to this case. It ruled that the federal parliament cannot pass a law to prevent the judiciary from making an independent decision to restrict an executive power (in this case, a power exercised by a government minister). This was an important decision that updated the *Migration Act*.

Source 8 The Australian federal parliament cannot make a law that breaches the principle of the separation of powers.

22.2 CHECK YOUR LEARNING

Review and understand

1. In your own words, **define** the term 'liberal democracy'.
2. **Describe** two other principles upon which the Australian system of government is based.
3. **Outline** how the Australian parliamentary system achieves representative government.

Apply and analyse

4. With reference to the separation of powers, **explain** why judges may not be elected as members of parliament and serve in the government.
5. **Suggest** one way, other than the risk of not being re-elected, that governments in Australia are held accountable for their actions.

Evaluate and create

6. **Create** a flow chart that categorises the key principles of Australia's system of government.
7. Imagine you have been commissioned (asked) by the federal government to investigate compulsory voting. **Research** the pros and cons of compulsory voting, and prepare a 300-word submission that discusses the abolition of compulsory voting in Australia.

Quiz me!
A quick quiz on principles of Australia's system of government

22.3 Australia's Commonwealth Parliament

In this topic, you will:

- describe the history of Australia's Commonwealth Parliament and how it was formed
- examine the structure of Australia's Commonwealth Parliament.

At the time of the arrival of the First Fleet in 1788, Australia's First Peoples – the Aboriginal and Torres Strait Islander peoples – had their own well-established system of law, rights, responsibilities and codes of behaviour. Despite this, the British **colonists** swiftly imposed their own laws and legal system.

From 1788 onwards, the British began developing a system of government whereby each of the six **colonies** (which are now called states) was able to establish its own parliament. Together with the British Parliament, these colonial parliaments each had the power to make laws for its own colony.

The colonial parliaments each followed the British parliamentary model, called the Westminster parliamentary system, whereby the parliament consists of one or two houses and the reigning English monarch, or 'the Crown'.

The Westminster parliamentary system is still followed in Australia today, as each of the state/territory parliaments and the Commonwealth Parliament consists of one or two houses and the Crown. A parliament consisting of two houses is called **bicameral**. The Commonwealth Parliament and each of the state parliaments (except Queensland) are bicameral because they consist of a lower and an upper house. The parliaments of Queensland and the territories are **unicameral**, because they have only the lower house and the Crown.

The Crown is represented by:

- the Governor-General in the federal parliament and the Australian Capital Territory
- the Governor in the state parliaments
- the Administrator (appointed by the Governor-General) in the Northern Territory.

colonists
those who take control of a country or territory for financial, political or military gain

colony
a country or area under the full or partial control of another country, and occupied by colonisers from that country

bicameral parliament
a system of government in which the legislature is made up of two houses

unicameral parliament
a system of government in which the legislature is made up of one house

Creating the Commonwealth Parliament

As Australia grew throughout the 1800s, problems began to arise between the colonies, as each made different laws in a range of common areas. For example, there were constraints on inter-colony trade, due to the colonies having different railway systems, different postage stamps and different taxes. There were also defence concerns, including the following:

- Each colony had its own independent army.
- There was no uniform defence force capable of protecting the entire country.
- Concern was growing over the arrival of non-British immigrants and the lack of a common immigration policy.

These issues made it increasingly obvious that, in addition to having separate parliaments in each colony, a central parliament was needed to make consistent laws that could apply to and benefit the entire country.

In the 1880s, the colonies began formal discussions to consider which laws would be best made by a central parliament and which areas of law-making power should be kept by the individual colonies. In the following decade, each colony sent a group of representatives to special meetings – called **constitutional conventions** – where it was decided that a new central Commonwealth Parliament would be created. This parliament would be given the power to make laws on national matters that affected the whole country, such as:

- defence
- currency
- postal services
- overseas matters.
- immigration and trade

constitutional convention
a meeting of representatives from the colonies to consider the benefits of, and terms and conditions associated with, creating one central law-making authority

The colonial parliaments would keep the power to make laws relating to areas such as:

- hospitals
- roads
- education
- public transport
- water
- law enforcement.

On 1 January 1901, known as Federation Day, the British Parliament passed a law called the *Commonwealth of Australia Constitution Act 1900:*

- to unite the six separate British colonies and form one Australian nation with a new federal system of government
- to create the new Commonwealth Parliament of Australia, and outline its structure and law-making powers.

This law is more commonly known as the Australian Constitution.

Source 9 This souvenir booklet was published to celebrate Federation Day on 1 January 1901, when the separate colonies united to form one Australian nation – a process known as Federation.

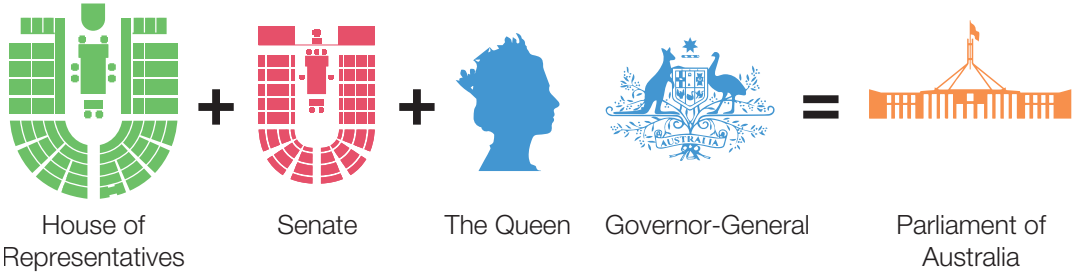
The structure of the Commonwealth Parliament

In keeping with the Westminster parliamentary system, the Australian Constitution states that:

- the Commonwealth Parliament must consist of two houses and the Crown (represented by the Governor-General)
- the lower house of Commonwealth Parliament is called the House of Representatives and the upper house is called the Senate
- all laws made by the Commonwealth Parliament must be passed or approved by a majority of members in both houses of parliament and the Crown.

Source 10 The structure of the Commonwealth Parliament

Lower house: House of Representatives	Upper house: Senate	Crown: Governor-General
151 members elected by the people to serve a three-year term	76 members elected by the people to serve a six-year term	One person chosen by government to serve a five-year term



Source 11 The key elements of the Commonwealth Parliament

The House of Representatives

The lower house in the Commonwealth Parliament, the House of Representatives, consists of 151 members. Each of these members is elected by eligible voters who live in one of 151 designated areas – called **electoral divisions (or electorates)** – throughout Australia. The electoral divisions are determined in proportion to population size, meaning that the most populated states, such as New South Wales and Victoria, have more elected representatives in the lower house than the less populated states, such as Tasmania. In this way, the house is made up of members who can represent the views, values and desires of people from all around the country. For this reason it is often referred to as the 'People's House'. Members of the House of Representatives are elected for a three-year term.

electoral division (or electorate)
a geographical area containing a specified number of people who can vote in an election

The main role of the House of Representatives is to:

- determine the government of the day. In simple terms, the government is the **political party** (or **coalition** of parties) that has an **absolute majority** in the lower house. For example, at the federal election in 2019, members of the Liberal–National Party Coalition won 77 of the 151 electorates and so formed the government of the day.
- discuss, debate and scrutinise proposals for creating and changing Commonwealth laws. In fact, most proposals for introducing new laws or changing existing laws commence in the lower house.

political party
a group of people with similar views and ideas about how a country, state or territory should be managed or governed

coalition
two or more political parties that join together in an attempt to win an election and form government

absolute majority
the requirement for a candidate (or political party) to win over half the votes to be declared the winner of the electoral division (or form the government)

Source 12 The House of Representatives in the Commonwealth Parliament

Source 13 The Senate in the Commonwealth Parliament

The Senate

The upper house in the Commonwealth Parliament, the Senate, consists of 76 members – made up of 12 members elected from each of the six states, and two members elected from each of the mainland territories (the Northern Territory and the Australian Capital Territory). This structure is designed so that the Senate can, in theory, equally represent the views, values and interests of each state of Australia. While the House of Representatives consists of members elected from electoral divisions that are determined in proportion to the state's population size, the Senate is made up of an equal number of members from each state, regardless of the state's population size. Individuals elected to the Senate, called senators, are elected for a six-year term.

The main role of the Senate is to:

- represent the interests of the states. Given that the Senate consists of an equal number of senators from each state (that is, 12), in theory it can equally represent the interests of each state. It can also help prevent the Commonwealth Parliament from passing laws that discriminate against any particular state. This is because all proposals for new laws must be passed or agreed to by a majority of members in both houses of parliament

- initiate, discuss and review new laws. Like the House of Representatives, proposals for creating new Commonwealth laws, or changing existing Commonwealth laws, can be initiated and discussed in the Senate. However, because most laws start in the lower house, the Senate tends to act more as a 'House of Review' – by debating and scrutinising proposals that have already been passed by the House of Representatives.

CASE STUDY

Federal government spending

One of the main responsibilities of the Australian federal government is to manage the nation's finances and provide services to the community. Each year, the federal government must prepare a federal budget that outlines how much money the government expects to receive and how it plans to spend it.

Typically, the federal budget for the new financial year (that is, 1 June to 30 July) is announced in May. However, due the impact of the COVID-19 pandemic on Australia's economy, the 2020–21 federal budget was announced in October 2020. This budget outlined how the federal government intended to spend the estimated $472 billion of income that it expected to receive, and whether the government would need to spend more money in the 2020–21 year than it expected to earn. This is known as a budget deficit.

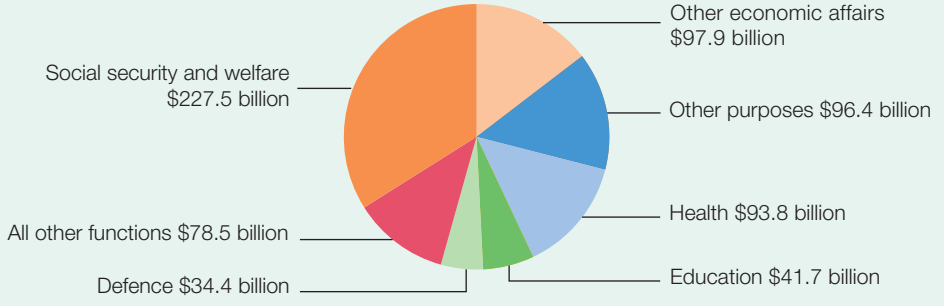
Due to a variety of factors, including the downturn in business and the increase in unemployment during the pandemic, the government decided to spend approximately $205 billion more than it expected to receive in 2020–21.

The government spends most of its income (or revenue) on:

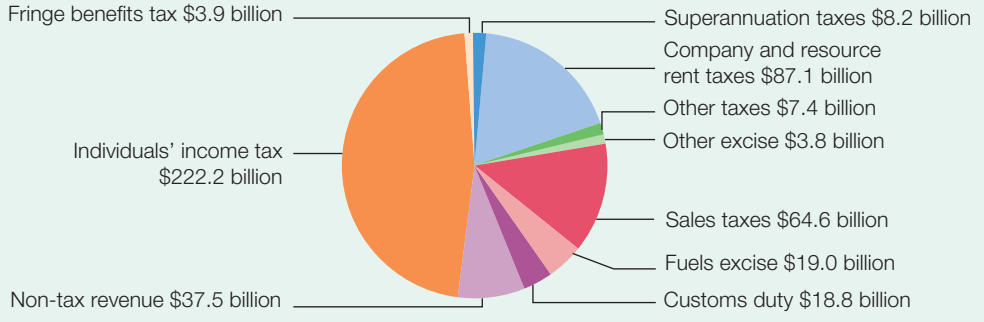
- social security and welfare. This includes the provision of pensions and other forms of support to the aged, people with disabilities and their carers, families with children, the unemployed and veterans
- health care
- education
- national defence.

Deciding where to spend government revenue is a difficult task and always creates controversy. This is because some individuals and groups benefit by receiving government assistance and services, while others feel their needs are overlooked.

budget deficit
a situation where an organisation plans to spend more money in the coming year than it expects to earn (or receive)



Source 14 Where does the federal government spend its money? (2020–21)



Source 15 Where does the federal government get its money from? (2020–21)

The Crown

Source 16 The Queen is represented in the Commonwealth Parliament by the Governor-General.

In addition to the two houses, the third component of our Commonwealth Parliament is the Crown – that is, the reigning British monarch, currently the Queen – who is represented in the Commonwealth Parliament by the governor-general. The Governor-General is appointed by the Queen on the advice of the Australian **Prime Minister**. They are always a prominent and well-respected Australian. The current Governor-General, who took up his five-year position in July 2019, is David Hurley. He is a retired chief of the Australian Defence Force and a former Governor of New South Wales.

The main role of the Governor-General is to:

- grant **royal assent** (give final approval), on behalf of the Crown, for a **bill** (proposed law) to become an Act of Parliament (law)
- perform ceremonial duties. For example, the Governor-General often represents Australia at important national and international events, such as Anzac Day ceremonies and the Olympic and Commonwealth Games. They also present awards granted under the Australian honours and awards system (recognising individuals who have made outstanding contributions to our society) and offer encouragement to Australians by supporting a wide range of charitable, educational and cultural events.

The Governor-General may also 'dissolve', or end, the term of parliament and call a federal election if both houses fail to agree over the passing of a significant law. This power is used rarely, and only in extreme circumstances.

Prime Minister
the leader of the party that forms the government

royal assent
the formal signing and approval of a proposed law (called a bill) by the Queen's representative, after which the proposal becomes law

bill
a proposal to implement a new law or change an existing law

Source 17 In 2019, David Hurley was appointed Governor-General by the Queen on the advice of Prime Minister Scott Morrison.

The structure of the state and territory parliaments

Each state parliament in Australia – with the exception of Queensland, which only has a lower house – follows the Westminster parliamentary system, and consists of two houses and the Crown. The parliaments of the two mainland territories – the Australian Capital Territory and the Northern Territory – consist of only one house and do not include the Crown. This is because they were created and given limited power to govern themselves by the Commonwealth Parliament after Federation.

Source 18 outlines the structure and names of each house in the Australian state and territory parliaments.

Quiz me!
A quick quiz on the Commonwealth Parliament

Source 18 The Australian state and territory parliaments

State	Name of lower house	Number of elected members	Name of upper house	Number of elected members	Crown representative
Victoria	Legislative Assembly	88	Legislative Council	40	Governor
New South Wales	Legislative Assembly	93	Legislative Council	42	Governor
Western Australia	Legislative Assembly	59	Legislative Council	36	Governor
South Australia	House of Assembly	47	Legislative Council	22	Governor
Tasmania	House of Assembly	25	Legislative Council	15	Governor
Queensland	Legislative Assembly	93	N/A	N/A	Governor
Australian Capital Territory	Legislative Assembly	25	N/A	N/A	Governor-General
Northern Territory	Legislative Assembly	25	N/A	N/A	Administrator (appointed by the Governor-General)

22.3 CHECK YOUR LEARNING

Review and understand

1. In your own words, **define** the term 'the Westminster parliamentary system'.
2. **Explain** why the Australian Commonwealth Parliament was established in 1901.
3. **Identify** three ways the Crown is represented in the Australian system of government.

Apply and analyse

4. Read the case study 'Federal government spending'.
   - a Imagine you are responsible for preparing the federal budget for the coming year.
     - i Which three areas of government spending would you increase? **Justify** (give reasons for) your choice.
     - ii Which, if any, areas of government spending would you reduce? **Justify** (give reasons for) your choice.
   - b What is a budget deficit? **Suggest** one reason why the federal government might plan for a budget deficit and one problem associated with a budget deficit.

Evaluate and create

5. **Create** a poster that outlines the composition and role of the two houses of the Commonwealth Parliament.
6. In 1999, a proposal was put to the Australian people to remove the Crown from the Commonwealth Parliament, so that Australia could become a republic. While the proposal failed, support for the republican movement has grown over recent years.
   - Use the internet to **research** the debate about Australia becoming a republic.
   - Investigate the strengths and weaknesses associated with Australia becoming a republic. Prepare a report that **evaluates** whether Australia should become a republic. Be sure to give your own opinion on the debate.

22.4 Comparing systems of government in Australia and Indonesia

In this topic, you will:

- explain the values and key features of Indonesia's system of government
- compare Indonesia's system of government with that of Australia.

The Republic of Indonesia is made up of over 17 500 islands. The largest and most well-known islands are Java (where the capital city Jakarta is located), Sumatra, Kalimantan, Sulawesi and Papua. Over 280 million people live in Indonesia, making it the fourth-most populated nation in the world, following China, India and the United States. Indonesia is also one of the most ethnically diverse nations in the world – it has approximately 1300 different ethnic groups who speak over 740 different languages and dialects. A range of different religions are also practised in Indonesia, with approximately 87 per cent of the population being Muslim, 7 per cent Protestant, 3 per cent Roman Catholic, and the remainder mainly practising the Hindu, Buddhist and Confucian religions.

The following are key features of Indonesia's system of government:

- a representative democratic republic
- three levels of government
- separation of powers.

Source 19 A range of different religions are practised in Indonesia. Here, a Hindu leader gives out flower petals during a mass preparing for the Hindu Ngaben ceremony in Bali.

A representative democratic republic

Indonesia became a **republic** in 1945 after the Indonesians claimed their independence from the Dutch and Japanese. In recent years, Indonesia has moved towards a representative democracy, in which the people vote to elect the parliaments and governments that make and implement Indonesian law.

republic
a system of government in which the power lies with a group of elected officials rather than a king or queen

History of Indonesian democracy

The Dutch ruled Indonesia for 300 years, until Japanese forces invaded and occupied the nation in 1942, during World War II. After the Japanese surrendered in 1945, a small group of Indonesians set up a temporary government and declared the nation an independent republic. However, the existence of many different political and religious groups, and ongoing disputes with the Dutch, meant that it was difficult to form a stable government. Since then, there have been a number of significant leaders of Indonesia. These are outlined in Source 20.

Source 20 Indonesia's leaders

GENERAL HAJI MUHAMMAD SUHARTO
IN OFFICE: MARCH 1968 TO MAY 1998

General Haji Muhammad Suharto was the head of the military, and was then installed as the nation's president. During his rule, Suharto was criticised for restricting the right to protest and freedom of speech. He was also criticised for breaching human rights, including ordering the 1991 massacre of hundreds of East Timorese people, who resisted Indonesian's occupation of their nation in 1975. In 1988, after months of anti-government riots and economic and political unrest, Suharto resigned.

Source 21 General Haji Muhammad Suharto

DR SUSILO BAMBANG YUDHOYONO
IN OFFICE: OCTOBER 2004 TO OCTOBER 2014

Indonesia slowly moved towards establishing more democratically elected parliaments. In 2004, Dr Susilo Bambang Yudhoyono won the nation's first direct presidential elections by popular vote, after approximately 110 million people (70 per cent of the 150 million registered voters) participated in a relatively free, fair and non-compulsory election. Yudhoyono was re-elected in 2009. He was unable to stand again in the 2014 elections. This was because, under changes to the Indonesian Constitution, the president can only serve a maximum of two five-year terms.

Source 22 Dr Susilo Bambang Yudhoyono

JOKO WIDODO
IN OFFICE: OCTOBER 2014 TO PRESENT

In 2014, Joko Widodo ran as the presidential candidate for the Indonesian Democratic Party of Struggle (PDI-P) and was elected. He was then re-elected in the 2019 election, after winning 55.5 per cent of the vote. When Widodo's presidential victory was announced, supporters of his opponent gathered in the nation's capital, Jakarta, to protest the result. The protest developed into a riot in which eight people were killed and hundreds were injured.

Source 23 Joko Widodo

Three levels of government

Indonesia has three levels of government: the national, **provincial** and district (or city) levels. Each parliament at each level of government is elected by the people to make laws on their behalf, and elections are held once every five years, on the same day.

provincial level of government
an intermediary (or secondary) tier or level of government; in Indonesia, for the purposes of governing, the nation is divided into 34 provinces or subdivisions

The structure of the national parliament

The Indonesian national parliament, which is responsible for making laws that apply to the whole country, is called the People's Consultative Assembly. It is similar to Australia's Commonwealth Parliament in that, since 2004, it consists of two houses:

- the lower house – the People's Representative Council (often referred to as the House of Representatives), which consists of 575 seats, or members
- the upper house – the Regional Representatives Council, which consists of 136 seats, or members.

While the People's Consultative Assembly consists of two houses, it differs from the Australian bicameral system in that a bill does not have to be passed by both houses to become a law. The final power to make and change laws is held solely by the People's Representative Council.

The political party that wins at least 288 of the 575 seats in the People's Representative Council also earns the right to govern.

Each of Indonesia's 34 provinces, except one, has its own parliament, called the Provincial Legislative Assembly, which is elected by the residents of the province. Each province is further subdivided into municipalities, or regencies, most of which also have their own parliaments, or District Legislative Assemblies. To encourage greater female participation in parliament, since 2004 a political party cannot contest the Indonesian elections unless least 30 per cent of their **candidates** at each level are women.

candidate
a person who puts themselves forward (i.e. stands) to be elected as a member of parliament

Challenges to voting in Indonesia

Having the national, provincial and district elections all on the same day makes the Indonesian electoral process challenging. In terms of organisation, enrolment must be finalised, and ballot papers must be printed and distributed throughout each of the provinces, including many that are in remote and isolated places.

Source 24 A woman votes in West Java during an Indonesian election.

Informing voters about their voting rights, the voting process and the candidates is a very difficult task, given the number of people vote in Indonesian elections and the number of candidates. In the 2019 elections, approximately 187 million people were eligible to vote at just 805 000 official polling centres, potentially causing major delays. Also in 2019, around 300 000 candidates put themselves forward to be elected to one of the 20 000 seats in the national, provincial and district parliaments.

To be eligible to vote in an Indonesian election, a person must be aged at least 17 years, or be married, and must hold an 'electronic identification card'. The requirement to hold an electronic identification card has meant that perhaps millions of otherwise eligible voters were not able to cast their vote at the 2019 elections. For example, people who are members of disadvantaged or low-income groups (such as people who live in remote areas or social housing, or who work in farming or mining) find it difficult, or are not able, to obtain a card.

Separation of powers

Like Australia, the Indonesian system of government is based on the principle of the separation of powers. This means that no one group or body can hold all three of the main branches of power in the Indonesian parliamentary system. In Indonesia:

- the power to administer or implement the law (*executive power*) is held by the president, who is elected as the head of the Indonesian Government in a separate presidential election held a few months after the parliamentary elections
- the power to make the law (*legislative power*) is held by the national, provincial and district parliaments that are elected by the people in parliamentary elections held every five years
- the power to interpret and apply the law (*judicial power*) is held by the courts; this allows the courts to enforce the law and settle disputes.

Key skill worksheet
Communicating & reflecting: Comparing systems of government in Australia and Indonesia

The Indonesian system of government is also similar to Australia's in that different political parties contest each election, although in Australia the two major parties (the Liberal Party and the Australian Labor Party) dominate the voting, while in Indonesia a variety of large and small political parties compete at election time. This means the party composition of the People's Consultative Assembly can change significantly with each election. Some of Indonesia's main political parties are the Indonesia Democratic Party of Struggle (known as the PDI-P), the Great Indonesia Movement Party (known as Gerindra) and the Functional Groups Party (known as Golkar).

CASE STUDY

Should Indonesia have the death penalty?

In April 2015, two Australian men named Andrew Chan and Myuran Sukumaran were executed by the Indonesian Government after being convicted for drug-trafficking offences. Both men were members of the 'Bali Nine', a group of nine Australians who were arrested in Denpasar, Bali, for trying to smuggle approximately 8 kilograms of heroin – worth $4 million – from Indonesia to Australia in 2014. Four other members of the group were also sentenced to death, but had their sentences reduced to life imprisonment on appeal.

In recent years, the Indonesian courts have continued to impose the death penalty, with over 100 offenders being sentenced to death in 2020 – most for committing drug-related offences such as drug-trafficking. Other offences that have resulted in offenders being receiving the death penalty include murder, terrorism and sexual offences against children. While Indonesia has not carried out an execution since 2017, there were approximately 275 prisoners waiting for their death sentence to be carried out in 2020.

As of 2021, 14 countries worldwide use the death penalty, including Indonesia. It still has strong support within Indonesia – with some surveys suggesting support could be as high as 80 per cent of people. Support for the death penalty is particularly high among members of the police, security forces, and some Muslim groups who believe that it is an appropriate punishment for those who commit very serious crimes – such as terrorism, mass murder and trafficking large quantities of illegal drugs. Those who oppose the death penalty, in Indonesia and elsewhere, argue that it is 'state-approved murder', and that it does not make a society safer or reduce the likelihood of similar crimes happening in the future.

Source 25 In 2015, Australian citizens Andrew Chan and Myuran Sukumaran were executed by an Indonesian firing squad after being convicted of drug-trafficking in 2005.

Think, pair, share

- Think about whether Australia should reintroduce the death penalty for people who have been found guilty of terrorism offences.
- Discuss your ideas with a partner.
- Share your thoughts with the class.

22.4 CHECK YOUR LEARNING

Review and understand

1. **Identify** who ruled Indonesia before the Japanese invasion in 1942.
2. **Identify** the three levels of government in Indonesia.
3. State the name and **outline** the basic role and structure of Indonesia's national parliament.

Apply and analyse

4. **Compare** Indonesia's system of government with Australia's, using two specific examples.
5. **Distinguish between** the types of government that existed in Indonesia under the rule of President Haji Muhammad Suharto compared to President Susilo Bambang Yudhoyono.

Evaluate and create

6. **Create** a timeline that illustrates key changes in the Indonesian Government since 1942.
7. Read the case study 'Should Indonesia have the death penalty?'
   - a **Explain** why Andrew Chan and Myuran Sukumaran were executed.
   - b **Identify** the offences that are most likely to result in the offender being sentenced to death in Indonesia.
   - c **Discuss** whether or not Indonesia should abolish the death penalty. Remember, the best discussions always consider both sides of the argument.

22A

RICH TASK

Quizlet
Revise the key terms you have learnt so far.

Source 26 Masked-up locals shop for essentials in front of a deserted State Library Victoria on Swanson Street in Melbourne amid the COVID-19 pandemic.

Section 18C

In 1975, the Australian federal Labor government passed the *Racial Discrimination Act* to ensure that all people, regardless of their nationality and background, would be treated equally.

Section 18C of this Act effectively limits freedom of speech by making it illegal for any individual to act in a way that is reasonably likely to 'offend, insult, humiliate or intimidate' another person or group due to their race, colour, national or ethnic origin.

In 2014, the federal Liberal–National Party Coalition government announced its intention to strengthen freedom of speech by changing Section 18C of the *Racial Discrimination Act* to remove the words 'offend, insult or humiliate' and inserting the word 'vilify', so that it would only be unlawful to 'intimidate or vilify' another person or group on the basis of their race or ethnicity. ('Vilify' means to speak or write about someone in a degrading manner, so that other people will have a low opinion of them.) This started a debate about whether our laws should allow an individual the right to speak in a manner that may offend, insult or humiliate another on the basis of their race. Eventually this proposed change in the law was dropped.

In 2017, the federal Liberal government again proposed a change to Section 18C. This time, the government proposed replacing the words 'offend, insult or humiliate' with the term 'harass'. The proposal was debated in the Senate for several hours, before being dropped.

In 2020, public discussion around Section 18C emerged again when a spate of racially fuelled attacks took place across Australia. The Australian Human Rights Commission found that one in four people who reported racial discrimination in February and March 2020 linked it to anti-Asian sentiment amid the COVID-19 pandemic. These senseless attacks, based on false beliefs and misconceptions, sparked calls to strengthen Section 18C.

The following quotes show differing views of Australians about this issue.

Source 27

People do have a right to be bigots, you know. In a free country, people do have rights to say things that other people find offensive, insulting or bigoted.

George Brandis,
former Commonwealth Attorney-General

The best counter to a bad argument is a good one, and the best antidote to bigotry is decency, proclaimed by people engaging in a free and fair debate.

Tony Abbott,
former Prime Minister of Australia

For them [journalists and politicians] it's a game, it's a debate about words and abstract principles. For people who have experienced racism, it is a deeply personal debate, and it's actually a debate about real people and real hurt.

Penny Wong,
Labor senator

This matters because ... plenty of white people ... are good at telling coloured people what they should and shouldn't find racist, without even the slightest awareness that they might not be in prime position to make that call.

Waleed Aly,
lawyer and media commentator

Since 2013 the Liberals have fought to undermine the anti-discrimination laws [by] twice trying to scrap the racial hate speech protections in Section 18C ... and have been far too slow to condemn racism and to stand up for all Australians.

Chinese-born Australian man James Lin, who was attacked in March 2020 at the beginning of the COVID-19 pandemic

KEY SKILL
Analysing sources

Understanding and addressing task words

One important skill you need to develop is the ability to specifically address 'task words' when preparing a response to a question, and avoid simply writing everything you know about a topic. The table in Source 28 lists and explains the meaning of some common task words used in humanities subjects. A larger glossary of task words can be found on your obook pro.

One of the most important task words in humanities is *compare*. To compare, follow these steps:

Step 1 Examine the sources that you have been asked to compare. Use a coloured highlighter to identify any similarities between each of the sources.

Step 2 Read the sources again. Now, use a different-coloured highlighter to identify any differences between each of the sources.

Step 3 Write a comparison by outlining these similarities and differences.

Step 4 Provide a conclusion that includes your own point of view, based on evaluating the different opinions.

For more information on this key skill, refer to page 511 of 'The civics and citizenship toolkit'.

Source 28 Some common task words

Task word	Meaning
Analyse	Examine a complex feature, issue or concept by breaking it down into smaller parts and showing how they relate to each other
Compare	Explain how two (or more) things are similar and how they are different
Define	State the exact nature, features or meaning of a word or phrase
Describe	Give a detailed account
Discuss	Give a reasoned argument for and against a particular issue, including strengths and weaknesses if appropriate; you can also give your opinion – and you should if the question asks you to!
Evaluate	Identify key features and assess their strengths and weaknesses; provide a judgment about the overall worth of what is being evaluated
Explain	Clarify a situation, idea or concept by describing it in more detail and identifying relevant facts about it

Practise the skill

1 In small groups, **compare** the quotes made by Australians in response to changing Section 18C of the *Racial Discrimination Act* in Source 27.
   a **Determine** (decide) the meaning of each quote and classify each as either supporting or opposing the changes to the Act.
   b **Explain** the similarities between the two categories of quotes and the differences between the views expressed in each category.
   c **Discuss** which quotes you most agree with.
   d Select two quotes of opposing views. **Research** the person responsible for the statement. Suggest possible factors that may influence their position on freedom of speech.

Extend your understanding

1 Prepare a written report that discusses the extent to which our laws should uphold and protect freedom of speech. In your report:
   - **evaluate** the main arguments supporting laws that protect free speech
   - **compare** two of the opposing views expressed in the quotes provided in Source 27
   - write a conclusion that expresses your personal view.

22.5 How our democracy is shaped by national and international factors

In this topic, you will:

» explore how national and international factors influence Australia's democracy.

Source 1 Government restrictions in Melbourne during the COVID-19 pandemic prohibited crowds from gathering in public places.

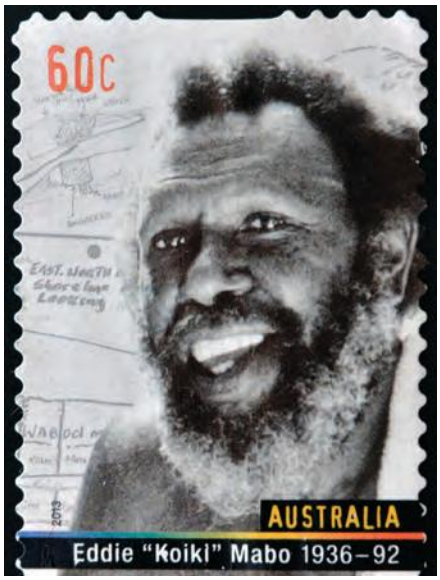
Over the years, a range of national and international factors have influenced our system of government and the democratic values that underpin this system. For example, in 2020 the global COVID-19 pandemic resulted in limitations being placed on some of the basic democratic freedoms that Australians value, including freedom of movement and freedom of assembly. The pandemic also impacted upon our living standards, as many Australians lost their jobs and income. This in turn increased inequality and caused some people to feel dissatisfied with the federal and state governments' response to the pandemic.

Another example is the 2020 Black Lives Matter protests, which began in the United States in May following the death of a 46-year-old Black American man named George Floyd. Floyd died after being held to the ground by the knee of an American police officer. After protests erupted in every state of the United States, they spread to Australia. Thousands of people defied COVID-19 restrictions to participate in demonstrations and urge the government to improve the rights of Aboriginal and Torres Strait Islander peoples. These Black Lives Matter demonstrations were just one of many protests that have taken place since Australia became a nation (in 1901) to increase the rights and recognition of Australia's First Peoples – which, in so many ways, have been neglected since the British colonised Australia.

Source 2 In 2020, thousands of Australians joined in Black Lives Matter demonstrations demanding increased recognition, rights and living standards for Aboriginal and Torres Strait Islander peoples.

Recognition of Aboriginal and Torres Strait Islander Australians

Australia inherited its democratic system of government from the British, who colonised Australia in 1788. However, when the British arrived to set up the first colonies, they simply imposed British laws and failed to respect and acknowledge the rights and existing laws of Aboriginal peoples who had been on the land (or 'on Country') for thousands of years. The British Government did not recognise that Aboriginal and Torres Strait Islander peoples owned the land, and imposed the legal principle of ***Terra Nullius***, meaning that Australia was officially considered to be an 'empty land' before British settlement. This false legal principle remained a part of Australian law until 1992, when the High Court made a significant ruling – in a case called the *Mabo* decision – that recognised Aboriginal and Torres Strait Islander peoples as the traditional owners of the land.



Source 3 An Australian stamp, *c*. 2013, recognises the work of activist Eddie Koiki Mabo, a Meriam man from the Torres Strait Islands who brought a legal action challenging the principle of *Terra Nullius*.

Additionally, when the Australian Constitution was drafted in the late 1800s, it reflected the widespread prejudices that existed against Aboriginal and Torres Strait Islander peoples at the time. For example, the Constitution originally contained a clause that specifically prohibited the Commonwealth Parliament from making laws for 'the aboriginal race'. This meant that the federal parliament could not make uniform laws that applied to, and for the benefit of, Aboriginal and Torres Strait Islander peoples. Aboriginal and Torres Strait Islander peoples were also not counted in the national **census**, which symbolised a blatant disrespect for these people and their cultures.

It took until 1962 – 60 years after white women were granted the democratic right to vote in Australia – for all Aboriginal and Torres Strait Islander people to be given the right to vote. Furthermore, it was not until 1967 that a successful **referendum** led to a change in the Australian Constitution that allowed the Commonwealth Parliament to make laws with regard to Aboriginal and Torres Strait Islander peoples, and to include Aboriginal and Torres Strait Islander people in the national census.

Terra Nullius
a Latin expression meaning 'land belonging to no one'; a principle used by British colonists to justify the occupation of Australia without treaty or payment

Analyse this!
The *Mabo* decision

census
a 'head count' or audit of the number of people living in a particular place at a particular time

referendum
the method for changing the wording of the Australian Constitution; it requires a proposal for change to be approved by the Australian people in a compulsory public vote

Changes since 1967

White Australia Policy
a series of government policies introduced after Federation in 1901 that prevented 'non-white' immigrants from settling in Australia, instead favouring those from certain European nations (especially Britain)

self-determination
the right of the people in a particular place to choose the form of government they will put in place and the course of action they will take

Stolen Generations
the children of Aboriginal and Torres Strait Islander descent who were forcibly removed from their families by government officials and church Missions in Australia and raised by white Australians

Since the 1967 referendum, other significant events and changes in the law have taken place, although relatively slowly, to increase the rights of Aboriginal and Torres Strait Islander peoples and improve democracy in Australia. These include:

- the 1973 abolition of the **White Australia Policy** and the subsequent introduction of a policy of **self-determination** for Aboriginal and Torres Strait Islander peoples, who were given the limited right to 'cultural and linguistic management of natural resources on Aboriginal land'
- the 1987 Royal Commission into Aboriginal Deaths in Custody, which highlighted the alarmingly high proportion and death rate of Aboriginal and Torres Strait Islander people in Australian prisons
- the 1992 High Court of Australia *Mabo* decision that recognised Aboriginal and Torres Strait Islander peoples as the traditional owners of the land
- the 2008 national apology, by Labor Prime Minister Kevin Rudd, to Aboriginal and Torres Strait Islander peoples for the discriminatory and unjust policies of past governments, including policies that lead to the '**Stolen Generations**'
- the 2019 establishment of a formal partnership agreement between the Commonwealth, state/territory and local governments and over 50 Aboriginal and Torres Strait Islander organisations to enable these bodies to work together to develop a national strategy for reducing the inequality experienced by Aboriginal and Torres Strait Islander peoples – called the *National Agreement on Closing the Gap*.

Source 4 While the formal acknowledgment of Aboriginal and Torres Strait Islander peoples in the Australian Constitution would be a symbolic step towards reconciliation, there is much more to be done in ensuring equality for Australia's First Peoples.

While these changes have aimed to improve the rights of Aboriginal and Torres Strait Islander peoples, much more needs to be done to raise the living standards in Australia's Aboriginal and Torres Strait Islander communities and acknowledge the importance of Australia's Aboriginal heritage. Perhaps the next major step in evolving our democracy will be to alter the Constitution to include a formal acknowledgment of Aboriginal and Torres Strait Islander peoples as the First Peoples and original inhabitants of the land. This recognition would help continue the process of **reconciliation** between Aboriginal and Torres Strait Islander peoples and the wider Australian community, and increase awareness and acknowledgment of Aboriginal and Torres Strait Islander rights, cultures, languages and heritage.

Australia's involvement with the United Nations

Another international factor that has helped shape Australia's democracy over the years has been our commitment to upholding and protecting the basic democratic and human rights and freedoms contained in the United Nations Universal Declaration of Human Rights. These ultimately aim to uphold the fundamental right of all people to be treated with equality and dignity.

Source 5 Australian soldiers have been involved in United Nations peacekeeping missions to help restore peace and stability to Timor-Leste (East Timor).

Australia is also committed to a number of other **treaties** that ensure the protection of democratic rights and values. These include the International Covenant on Civil and Political Rights, which requires its **signatories** to uphold a number of democratic rights and values, including the right to freedom of assembly and movement, the right to freedom from slavery, the right to take part in public affairs – either directly or through freely chosen representatives – and the right to vote.

Australia also aims to assist the United Nations in the promotion and protection of global human rights and the improvement of living standards in **developing countries**. Australia is the 12th largest financial contributor to the United Nations regular and peacekeeping budget, and since 1947 has provided more than 65 000 personnel to United Nations and other multilateral peace and security operations (that is, operations involving three or more countries). In recent years, Australians have served in various United Nations peace and security operations, including in the Middle East, Cyprus, Afghanistan, South Sudan and Timor-Leste (East Timor).

reconciliation
the bringing together of Aboriginal and Torres Strait Islanders and non-Indigenous Australians; it involves working to overcome past divisions and address inequalities between Aboriginal and Torres Strait Islanders and non-Indigenous Australians

treaties
formal documents signed by nations or international organisations, that legally require them to follow the conditions set out in the document (also known as a convention, protocol or covenant)

signatories
countries that have signed an international treaty to demonstrate their intention to adopt the treaty and incorporate it into their law at a later date

developing country
a country with a relatively fragile economy and a low standard of living that is not always able to support the needs of its citizens

22.5 CHECK YOUR LEARNING

Review and understand

1. **Identify** the principle that the *Mabo* decision overturned.
2. **Explain** two changes that have taken place since 1967 to improve the legal rights of Aboriginal and Torres Strait Islander peoples.

Apply and analyse

3. **Describe** how the 2020 global COVID-19 pandemic impacted upon basic democratic freedoms in Australia.
4. **Describe** how Australia's commitment to one international treaty has helped protect democratic rights and values.

Evaluate and create

5. a **Create** a timeline that shows the significant events and changes in the law that have taken place since the 1967 referendum to increase the rights of Aboriginal and Torres Strait Islander peoples.
   b **Research** one of the changes in the law identified on your timeline. Discuss whether the change has been successful in improving the rights or living standards of Aboriginal and Torres Strait Islander peoples.
6. In pairs, reflect on your exposure to the Black Lives Matter movement in 2020.

22B

RICH TASK

Quizlet
Revise the key terms you have learnt so far.

Australia's international democratic ranking

Various organisations gather statistics and publish information on global democracies in an effort to determine which nations are the most and least democratic. The Democracy Index (which has been published by the Economist Intelligence Unit each year since 2006) is one of the best-known surveys on global democracy.

The Democracy Index attempts to measure the level of democracy in 167 countries and rank them in terms of regional and global performance. In order to do this, the Index examines approximately 60 different indicators to assess five broad criteria:

- the nation's electoral process
- basic civil rights and freedoms
- the manner in which the government operates
- the level of political participation
- the nation's overall political culture.

After these areas have been assessed each country is classified as being either a full democracy, a flawed democracy, a hybrid regime (a mix of democracy and authoritarian rule) or an authoritarian regime. Each country is then ranked from 1 to 10, with the most democratic countries being awarded 10.

According to the 2020 Democracy Index (see Source 7), Norway was the most democratic country in the world. Australia was ranked ninth, drawing equal place with the Netherlands. The United States ranked 25th (having fallen from being ranked 20th in 2015), and the United Kingdom ranked 16th. Some of the lowest ranked – or least democratic – countries in the world were North Korea, the Democratic Republic of the Congo, the Central African Republic, Syria, Chad, Turkmenistan, Laos and Equatorial Guinea.

Only 8.4 per cent of the 167 countries examined in the Index were classified as having a full democracy. Approximately 34 per cent were categorised as having authoritarian regimes. This is where a nation is ruled by a central organisation or government that is not accountable or responsible to the people. An authoritarian regime often relies on mass acceptance by the people, rather than being popularly elected in free and fair elections.

Approximately half of the world's population was categorised as living in a democracy of 'some sort'.

Source 6 Norway is the most democratic country in the world, according to the Democracy Index.

Source 7 The 10 most democratic countries in the world, 2020

Ranking	Country	Score
1	Norway	9.81
2	Iceland	9.37
3	Sweden	9.26
4	New Zealand	9.25
5	Canada	9.24
6	Finland	9.20
7	Denmark	9.15
8	Ireland	9.05
9=	Australia	8.96
9=	The Netherlands	8.96

Source: The Economist Intelligence Unit Limited

KEY SKILL
Asking questions & conducting research

Developing an inquiry

Developing an inquiry is an important skill to learn. It enables us to research new information and knowledge, rather than just memorising information that has been provided to us.

While developing an inquiry is an excellent way to investigate and develop a deeper understanding of an issue or topic, it is not always an easy thing to do. It requires careful consideration and planning. Follow the steps below to develop an inquiry:

Step 1 Think about what you already know about the topic. What sort of information might you need to collect to develop this understanding?

Step 2 Based on your thoughts in step 1, devise an overarching inquiry question; that is, one big, guiding question that you are hoping to answer. For example: 'How democratic is Australia?'

Step 3 Based on the overarching inquiry question you developed in step 2, create a series of smaller questions to help guide your investigation. For example:

- Are there any laws or rules that make Australia a democracy?
- What types of threats to democracy exist in Australia?
- Are there any other groups like the Economist Intelligence Unit that rank and judge democracy in Australia?

Step 4 Now that you know what you are looking for, work out where might be the best place to find this information. You may like to research using the internet or library, conduct interviews or surveys, or simply begin by reading through your textbook and your notes from class.

Step 5 Decide on the best way to evaluate the information you have collected. For example, you might prepare a table of pros and cons, draw diagrams and/or create a flow chart or concept map.

Step 6 Decide how you will present or display the information you have gathered from your inquiry questions.

For more information on this key skill, refer to page 509 of 'The civics and citizenship toolkit'.

Practise the skill

1 Conduct an inquiry to **evaluate** the extent to which Australia is a democracy. Use the steps listed above to help you design your inquiry questions. Consider posing some questions based on the key features of a democracy that have been outlined in this chapter. For example:
   - How free and fair are Australian elections?
   - Does the parliament really make laws that represent all Australians?
   - Is the government really accountable to the people?

Extend your understanding

1 **Create** a presentation on Prezi that outlines and examines one or more key features of our Australian parliamentary system. In your presentation, make links between the Australian parliamentary system and democracy.

Source 8 Australia is ranked as one of the top 10 most democratic countries in the world. Some of our democratic values are the right to freedom of speech and assembly, and the right to peacefully protest. This image shows an 'Invasion Day' rally held in Melbourne to highlight the injustices faced by Aboriginal and Torres Strait Islander peoples.

22.6 Safeguards to Australia's democratic society

In this topic, you will:

» identify the safeguards that protect Australia's democratic system and society.

In order to have a strong democratic society, Australia's system of government is based upon core beliefs and attitudes that are respected and valued by most people. For example, our democracy is based on the beliefs that:

- the people elect the government
- elections are free and fair
- governments uphold basic human rights.

Source 1 Over 16 million Australians cast their vote at one of 8500 polling places in the 2019 federal election.

The people elect the government

The federal parliament and the state and territory parliaments of Australia are elected by the people to make laws on their behalf. The intention of compulsory voting is to make sure that our governments have the support of the majority of the people and not just those who bother to vote.

Elections are free and fair

Independent state, territory and federal electoral commissions have the role of ensuring that all state, territory and federal elections in Australia are free, fair and conducted in accordance with state/territory and Commonwealth law. For example:

- The Australian Electoral Commission (AEC) is responsible for managing federal elections and maintaining the Commonwealth electoral roll, which lists the names and addresses of all eligible citizens who have enrolled to vote.
- The AEC must confirm that all eligible voters throughout Australia (that is, over 16 million people) are able to cast their vote in secret. Voting is done in secret to reduce the risk of voters being intimidated or forced into voting for a person or party against their will.

Source 2 Scott Morrison and his wife Jenny vote in the 2019 federal election. Morrison was re-elected as prime minister.

- Each citizen may only vote once. Every vote has the same value, regardless of whose it is.
- Voting can take place on election day at venues or polling booths, or at early voting stations or via postal votes for those who cannot attend on the day.
- The AEC must check that votes are honestly counted.

Quiz me!
A quick quiz on safeguarding Australia's democracy

Governments uphold basic human rights

An underlying feature of democracy in Australia is that our parliaments must make and enforce laws and policies that protect basic human rights, so that all citizens are treated with dignity, equality and mutual respect. This aims to promote social cohesion. Some basic human rights upheld by Australian laws include the right to:

- not be discriminated against on the basis of race, nationality, religion, sex, age, marital status, impairment or disability
- broad freedom of speech, assembly and protest, which enable citizens to debate political issues and openly express their views without fear of being punished
- a fair trial and freedom from torture
- life, liberty and security of person
- work and live in a healthy environment
- basic health care and education.

Governments also provide structures (including courts, tribunals and government departments) and services (including hospitals, schools, universities, prisons, and defence and police forces) and social welfare benefits (including aged pensions and unemployment benefits). This is so that Australians can live together in a peaceful, orderly, cooperative and tolerant manner.

Source 3 The provision of police is one of the ways that government uphold human rights. For example, some clashes between the far-right protest group Reclaim Australia and anti-racism groups at public demonstrations have required police intervention.

22.6 CHECK YOUR LEARNING

Review and understand

1 **Identify** the three beliefs on which Australian democracy is based.

2 **Identify** at least six basic human rights that are upheld by Australian law.

Apply and analyse

3 **Explain** the reasons for having compulsory voting.

4 **Explain** how you think our democracy would be affected if core beliefs and attitudes were not protected. In your answer, give two examples of possible outcomes.

Evaluate and create

5 **Create** a poster that illustrates the key features of Australia's democracy.

6 Imagine you were employed by the federal government to improve social cohesion and unity within Australia.

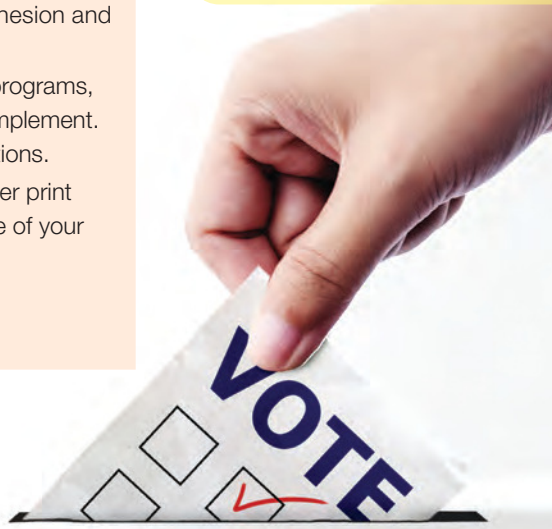
a **Propose** (put forward) three programs, laws or initiatives you would implement. Give reasons for your suggestions.

b **Create** an advertisement (either print or audiovisual) to promote one of your proposals.

* **See, think, wonder**

Look at Source 3.

- What do you see?
- What do you think?
- What do you wonder?



22.7 Threats to Australia's democratic society

In this topic, you will:

» consider threats to Australia's democracy, including vested interest groups, media bias and an ageing population.

While Australia is generally a cohesive and united nation built on democratic principles, various factors – including the influence of groups with vested interests, media bias and our ageing population – could potentially threaten our democratic and harmonious way of life.

Influence of those with vested interests

Having a vested interest means that a person or organisation may support an individual member of parliament or political party to make a personal gain (for example, to increase their own financial wealth or power). Over recent years, there has been an increasing concern that a small number of very wealthy individuals and large corporations have been able to have a disproportionate amount of influence over government policy in Australia by making large donations to political parties that benefit their interests. For example, Clive Palmer, the owner of a number of Australian mining companies, spent $83 million funding his own political party – Clive Palmer's United Australia Party – in the 2019 federal election. Although Palmer's party failed to win any seats, he spent millions of dollars on mostly 'anti-Labor' advertising, which may have indirectly persuaded some people to vote for the Liberal–National Coalition.

Similarly, prior to the 2019 federal election, both the Liberal and Labor Parties received large donations from wealthy individuals who owned businesses that might benefit from their election. Both political parties also received large donations from organisations with specific political interests, including:

- the four major banks (ANZ, Westpac, National Australia Bank and the Commonwealth Bank), which have a vested interest in banking regulations
- the Australian Hotels Association, which has a vested interest in many areas of the law, including liquor licensing and gaming machines
- Phillip Morris, a tobacco company with vested interests in the tobacco laws
- Pfizer and Johnson & Johnson, pharmaceutical companies with vested interests in the regulations surrounding the distribution of medicines, vaccines and health-care products (and which, in 2020, became two of the manufacturers of COVID-19 vaccines).

I used to think, now I think *

Reflect on what you have learnt about donations to political parties and complete the following sentences.

- I used to think ...
- Now I think ...

What has changed in your understanding?

independent candidate
an individual who stands for election, but does not belong to a political party

media
organisations and forums that communicate news and information to the public, such as newspapers, magazines, and television and radio broadcasters (often referred to as 'traditional media'), and online websites and social media apps (such as Facebook, Twitter and Instagram)

Media bias and voting

A democratic system relies on individuals being able to make informed decisions about which political party or **independent candidate** would make laws that best reflect their views and values. When making such decisions, most voters gain their information from the **media**. It is therefore essential that the media presents impartial and unbiased information, especially in the lead-up to an election.

But just how impartial is the Australian media, and to what extent does the content in the mainstream media organisations reflect the political interests of their owners and the senior editors, rather than an independent and unbiased view?

It is important to remember that the media is generally not impartial. Many media organisations and forums that distribute news and information to the public – including political parties, special interest (or pressure) groups and businesses – have a perceived bias

or political leaning. For example, Crikey.com is often viewed as being a 'left-leaning' organisation, meaning it has less-conservative views. Different media outlets also have their own way of presenting events and issues of the day. It can be an interesting exercise to scan different online news services or flick across television news channels to see how the same issue is being presented in a single day by different sources. You may notice subtle or more obvious bias across different news organisations as you look around.

In Australia the two biggest and most influential media organisations, News Corp Australia and Nine Entertainment Co, are often criticised for showing a conservative political bias. Given that News Corp Australia and Nine Entertainment Co account for approximately 85 per cent of all newspaper sales in Australia and have a large online profile, these organisations certainly have the ability to influence a wide audience. The ABC, too, is criticised for being too politically liberal (broad-minded) in the stories that it produces.

The Daily Telegraph
We're for you
EXCLUSIVE
Hotels to face some pub pain
Bungles hotel quarantine
Allows virus to spread
Refuses calls for answers
Will not take any blame
REVEALED
Jobless figures a big fright
DAN-MADE DISASTER

Source 4 This front page of *The Daily Telegraph* (in Sydney) shows political bias against the Victorian Labor government during the 2020 COVID-19 pandemic.

Source 5 A summary of some major Australian media organisations and their perceived political biases

Print/digital media organisation	Publications	Perceived bias
News Corp Australia	*The Australian* *The Daily Telegraph* (Sydney) *The Herald Sun* (Melbourne) *The Bolt Report*	Generally recognised for supporting the Liberal–National Coalition
Nine Entertainment Co	*The Age* (Melbourne) *The Sydney Morning Herald*	Generally recognised for supporting the Labor Party
Australian Broadcasting Commission (ABC)	*ABC News* *Insiders* *Q&A* *Lateline*	Often viewed as supporting the Labor Party and the Australian Greens

Social media

Social media apps and networking sites (such as Facebook and Twitter) also provide individuals, special interest groups, political parties, businesses and other organisations with the ability to distribute news and information in a biased manner to a huge audience, both within Australia and on a global level. Approximately 60 per cent of Australians actively use Facebook and approximately 15 million Australians visit YouTube every month. Much of the information distributed on these forums is not obtained from a reputable source, and is not accurate. On these platforms, information about social and political issues (such as climate change, health care and the management of the economy) can be presented in a very simplistic manner, which does not allow the reader to critically analyse the information or make an informed decision.

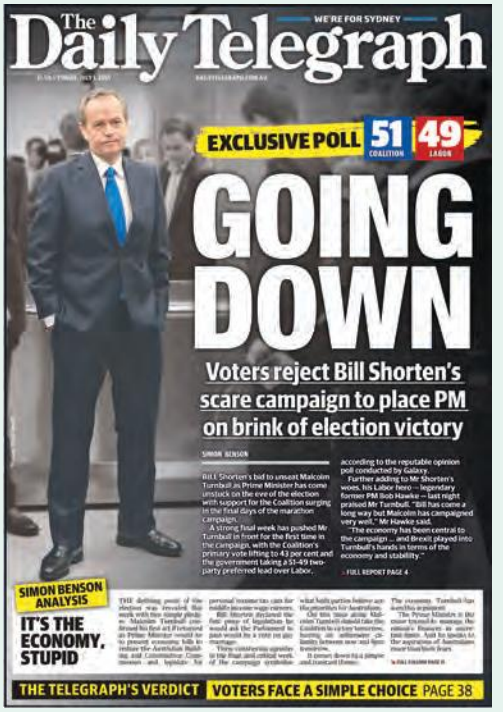
CASE STUDY

Does the media decide who wins an election?

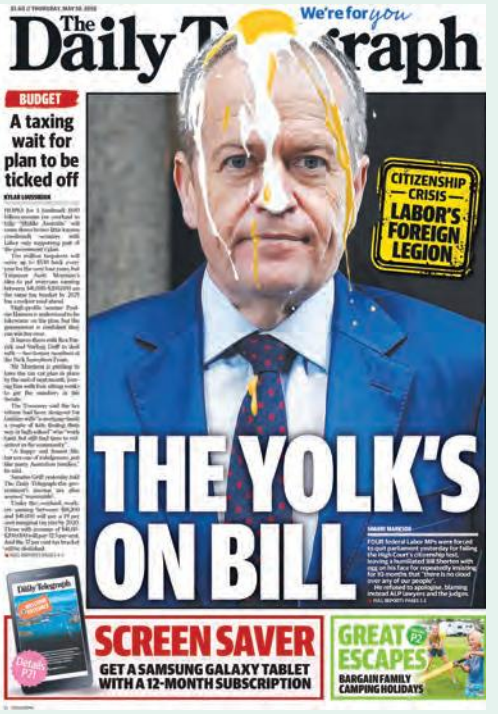
Over the years, various media organisations have been accused of showing particular bias for and against certain political parties during federal election campaigns. For example, during the 2016 and 2019 federal election campaigns, News Corp Australia was accused of biased anti-Labor reporting, with the aim of ensuring the re-election of the Liberal–National Coalition government of the day, under the leadership of Prime Minister Scott Morrison. News Corp Australia, which owns and publishes approximately 170 newspapers and magazines in Australia, is mainly owned by a multinational media organisation called News Corp, which was founded by its CEO, Rupert Murdoch. With such a large readership base, it certainly has a great ability to influence a wide audience and potentially sway many voters.

It has long been suggested that Murdoch influences anti-Labor reporting in News Corp Australia's newspapers to further his business interests. For example, it was alleged that Murdoch considered the Labor Party's commitment to a National Broadband Network a threat to Foxtel, another company largely owned by News Corp.

Examples of negative media coverage in News Corp Australia's publications in the lead-up to the 2016 federal election include a front page of *The Daily Telegraph* displaying a cartoon of the then Leader of the Australian Labor Party, Bill Shorten, that likened him to 'Pinocchio' for allegedly telling deliberate lies to gain power. The newspaper also printed an article with a headline implying that Shorten had 'man boobs', which could have damaged his image and hindered his chances of becoming prime minister. Examples of News Corp headlines on this matter can be seen in Sources 6 and 7.


The Daily Telegraph
WE'RE FOR SYDNEY
EXCLUSIVE POLL 51 COALITION 49 LABOR
GOING DOWN
Voters reject Bill Shorten's scare campaign to place PM on brink of election victory
SIMON BENSON ANALYSIS
IT'S THE ECONOMY, STUPID
THE TELEGRAPH'S VERDICT
VOTERS FACE A SIMPLE CHOICE PAGE 38

Source 6 The headline on the front page of the *Daily Telegraph* the day before the federal election in 2016; at the time, Bill Shorten was the Leader of the Labor Opposition.


The Daily Telegraph
We're for you
BUDGET
A taxing wait for plan to be ticked off
CITIZENSHIP CRISIS
LABOR'S FOREIGN LEGION
THE YOLK'S ON BILL
SCREEN SAVER
GET A SAMSUNG GALAXY TABLET WITH A 12-MONTH SUBSCRIPTION
GREAT ESCAPES
BARGAIN FAMILY CAMPING HOLIDAYS

Source 7 The front page of *The Daily Telegraph* in 2018 after the High Court ruled that three Labor members of the federal parliament would need to resign their parliamentary positions because they held dual citizenship

An ageing population

Because families are having fewer children and life expectancy is increasing, Australia is becoming an ageing nation. This will have political consequences that could affect our democracy. For example, in the early 1970s approximately 8 per cent of Australia's population was aged over 65 years. By 2019 this had increased to 16 per cent and it is predicted to rise to 23 per cent by 2050. As more voters enter the over-65 age group, the elderly will have more political power and be able to place greater pressure on governments. Presumably, the elderly would seek to implement policies and laws that focus on their needs, including increasing aged pensions and the provision of health-care services for the elderly.

By contrast, the priorities of younger voters are generally related to the environment, education and enacting social change. At the 2019 federal election, the political gap between younger and older voters appeared to have widened, growing 4 per cent larger than it was in 2016. These political divisions seem to have been amplified by the candidates' different views on housing prices, tax and climate change. The increasingly ageing population of Australia may sway policy-making away from the priorities of younger voters, potentially unbalancing and threatening social cohesion.

Key skill worksheet
Analysing sources: Media coverage of COVID-19

22.7 CHECK YOUR LEARNING

Review and understand

1 **Identify** two threats to Australia's democratic society.

2 **Explain** how an individual or organisation with a vested interest can influence political outcomes.

3 **Explain** how an ageing society could be a potential threat to democracy.

Apply and analyse

4 **Examine** Sources 4, 6 and 7.
   - a What do you think the meaning or message of each source is?
   - b **Identify** the techniques that have been used by the creators to communicate their message.
   - c Do you think these images show media bias in politics? **Justify** (give reasons for) your answer.
   - d **Explain** how a biased presentation of information in the media could influence Australia's democracy.

5 What do you think are the three biggest threats to social cohesion and unity in Australia today? Suggest ways in which these threats could be minimised.

Evaluate and create

6 In groups, **discuss** whether the following policies or law changes might strengthen or threaten our democratic and cohesive society. Share your response in a wider discussion with the class.
   - a bringing back the death penalty as a punishment for very serious crimes, such as mass murder and terrorism
   - b banning political parties from advertising on television and radio during election campaigns
   - c continuing to severely restrict the number of asylum seekers allowed into Australia
   - d abolishing compulsory voting
   - e banning the building of an Islamic mosque in a country town
   - f teaching children in primary schools about domestic violence.

8 Many countries throughout the world are facing political unrest, and difficulties in achieving and maintaining a democratic system of government.
   - a **Research** one country that is currently experiencing threats to its democracy; for example, Hong Kong, Venezuela, Algeria or Myanmar.
   - b **Create** a PowerPoint presentation that includes the name of your selected country and a map showing its global location. Include the following information:
     - a brief description of the main threats to democracy being experienced; these may include:
       - threats to the voting system and free and fair elections (for example, due to the government or military interfering with the voting process, war and corruption, low literacy rates or a lack of reliable reporting of information in the media)
       - threats to freedom of speech or movement (for example, due to government laws or policies, or COVID-19)
     - an explanation of the impact, or possible impact, of the threats on the country; this may include the impact of the threat on the government, any specific groups or organisations, and the general population.

   Share your PowerPoint presentation and findings with the class.

22C

RICH TASK

Quizlet

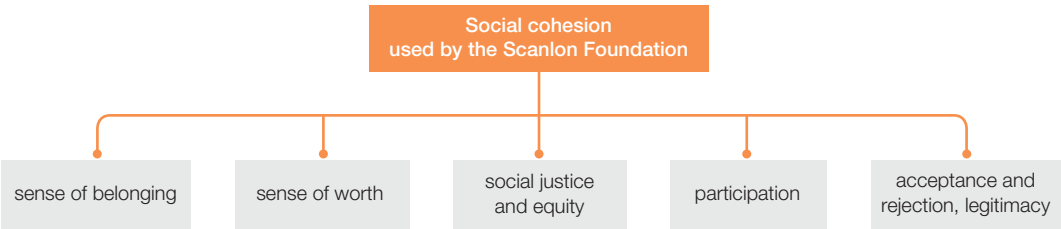
Revise the key terms you have learnt so far.

Maintaining a democratic and cohesive society

Many different factors influence social cohesion in Australia. For example, when the Scanlon Foundation – an organisation that aims to enhance social cohesion in Australia – conducts research, it examines five key indicators.

These include whether or not Australians have:

- a sense of belonging and pride in being Australian
- a sense of self-worth, or a general feeling that they are happy and satisfied with life and have positive expectations about the future
- a sense that social justice and equity exist in our country
- a willingness to participate in voluntary work and the political process (including a right and willingness to vote and to protest for law changes)
- a sense of legitimacy; that is, feeling accepted, and not rejected or subject to discrimination.



Source 8 Key indicators of social cohesion in Australia, as used by the Scanlon Foundation

In recent years, research undertaken by the Scanlon Foundation has indicated that while Australia is a relatively tolerant society, our sense of social cohesion may have slightly diminished. For example, the Foundation's 2020 national survey (conducted during the first year of the global COVID-19 pandemic) revealed that 18 per cent of respondents felt they had experienced discrimination (in the previous 12 months) on the basis of their race, ethnic origin or religion compared to only 9 per cent in 2012. By contrast, there was an increase in the level of trust respondents had in the government, with 54 per cent of survey participants indicating they trusted the federal government to 'do the right thing' always or most of the time in 2020, compared to 48 per cent in 2009.

Views on immigration had also changed, with 38 per cent of respondents believing that immigration levels were 'too high', down from 44 per cent in 2018 and 41 per cent in 2019. There was, however, a slight increase in negative sentiment about multiculturalism, with approximately 60 per cent of respondents believing that 'too many immigrants are not adopting Australian values', compared to 57 per cent of respondents agreeing in 2019 when the question was first included in the survey.

Source 9 The Scanlon Foundation's five key indicators for social cohesion in Australia include having a sense of legitimacy; that is, feeling accepted, and not rejected or subject to discrimination.

Source 10 Results from the Scanlon Foundation's social cohesion survey to the question 'What do you think is the most important problem facing Australia?', posed in July 2020

Rank	Issue	%
1	Coronavirus and its impact on the economy	63
2	Economic issues (including unemployment and poverty)	15
3	Concern about the environment and climate change	5
4	Quality of government and politicians	2
5	Immigration and population issues (from a negative perspective)	2
6	Social issues (such as family and family breakdown, child care, drug use and lack of personal direction)	2
7	Health, medical and hospitals	1
8	Defence, national security and terrorism	1
9	Racism	1
10	Housing shortages, affordability and interest rates	1

Source: Scanlon Foundation, *Mapping Social Cohesion 2020: National Report*, 2021, p. 24

Source 11 Australia is a multicultural nation where people from many different cultures live together in a cohesive and unified way.

KEY SKILL
Asking questions & conducting research

Creating an online survey

Surveys are an effective way to gather information and data so that it may be more easily understood and evaluated. Many online tools and programs allow for the easy generation and analysis of surveys, including Google Docs, Excel, SurveyMonkey and Survey Builder.

When designing an online survey, follow these steps:

Step 1 Determine the purpose or aim of your survey. What information do you want to collect and why?

Step 2 Design appropriate questions. Think about the sort of information you might need to collect to help you investigate the topic, and what type of questions you will need to ask to acquire this information.

Step 3 Consider how long you would like your survey to be. Often people will be reluctant to participate if the survey is too long, confusing or takes too much time to complete.

Step 4 Choose which online survey tool you will use. Then go to its website and follow the steps it outlines to get started. For example, with SurveyMonkey you will need to enter your details and set up a free account.

Step 5 Select what kinds of questions you will ask. To do this, you should consider the range of responses you might expect to receive and provide appropriate options. For example, you may elect to use:

- 'yes/no' questions
- multiple choice questions
- 'true/false' statements
- rating scales, such as: 'On a scale of 1 to 5 (with 1 being most likely and 5 being least likely), answer the following questions …'
- comment boxes for more personalised responses.

SurveyMonkey has more than 15 types of questions you can use, including multiple choice and true/false options.

Source 12 SurveyMonkey is a useful online tool for building and analysing surveys.

Step 6 Consider what personal details and information you would like your respondents to provide or whether you would prefer to allow them to remain anonymous. Which of these will encourage high participation and honest responses?

Step 7 Consider how many completed surveys you will need to form an accurate assessment. You will need to have a big enough sample size and a mixture of ages, genders and cultural backgrounds in order to give you results that represent the general population.

Step 8 Set up a mailing list to email out your surveys. Your chosen online survey platform will help you do this.

Step 9 Prepare a chart or graph to help analyse your responses. Many online survey programs will compile this information for you.

For more information on this key skill, refer to page 509 of 'The civics and citizenship toolkit'.

Source 13 Aboriginal dancers strike a pose during the Homeground festival, a major annual celebration of Aboriginal culture.

Practise the skill

1. Follow the steps above to conduct your own online survey that will help you to determine which concerns or issues currently threaten social cohesion in your community.
2. Send the survey out to the people on the mailing list you have created.
3. **Create** a summary of your findings, including a list of the top 5 problems or issues that concerned your respondents. Suggest possible reasons for these concerns.
4. **Explain** any strengths and/or limitations associated with your survey.

Extend your understanding

1. Using the internet, conduct some additional research on social cohesion.
   a. In your own words, **define** 'social cohesion'.
   b. **Identify** the three most significant factors that you believe have the potential to threaten Australia's sense of social cohesion.
   c. **Discuss** your views with the class.

Source 14 Footscray, in Melbourne's west, is home to a diverse range of Asian cultures. Pictured is the Heavenly Queen Temple to the Chinese sea goddess Mazu. It is Australia's largest Taoist temple.

22 CHAPTER REVIEW

Review questions

22A What are the key features of Australia's system of government?

1 **Define** the following terms:
   - federal parliamentary system
   - separation of powers. (2 marks)

2 **Identify** three key principles that underpin Australia's system of government. (3 marks)

3 **Identify** the names of the two houses of Australia's parliament. **Explain** the main role of one of these houses. (5 marks)

(Total: 10 marks)

22B How is Australia's democracy influenced by the international community?

1 In your own words, **define** 'self-determination'. (1 mark)

2 **Explain** two changes that have been made to Australian law or policy in the past 30 years in an attempt to improve the rights of Aboriginal and Torres Strait Islander peoples. (3 marks)

3 **Propose** (put forward) two reasons why Aboriginal and Torres Strait Islander peoples are still disadvantaged in Australian society. Think carefully in your answer about historical factors as well as contemporary ones. (6 marks)

(Total: 10 marks)

22C What are the features of a resilient democracy and a cohesive society?

1 **Identify** three features or processes of Australia's system of government that help ensure we have a strong and resilient democracy. (1 mark)

2 **Explain** how the media can undermine or destabilise a strong democracy. (3 marks)

3 What do you think are the three biggest threats to social cohesion in Australia today? **Justify** (give reasons for) your choices. (6 marks)

(Total: 10 marks)

Review activity

Read the case study and answer the following questions.

COVID-19 and democracy

As the global COVID-19 pandemic began to spread in 2020, Australia's federal, state and territory governments began implementing a range of emergency measures in an attempt to control the spread of the virus. The state and territory governments began to close their borders and implement lockdown restrictions, which included the closure of many workplaces, shops, cafes and restaurants, and schools.

In July 2020, Melbourne residents entered a strict 15-week lockdown to control a second-wave outbreak of the virus, which saw over 700 Victorians lose their lives and thousands lose their jobs. By August 2020, Melburnians were facing 'stage 4 lockdown restrictions', which included residents only being allowed to leave their homes for one of four essential reasons: shopping for food and other essential items, exercising (for one hour per day), receiving or giving medical care, and doing permitted work. Residents had to stay within 5 kilometres of their homes.

While the Victorian Government and many citizens believed the lockdown restrictions were essential to control the spread of COVID-19, others believed the government had exceeded its administrative power and infringed upon basic human rights, including the right to freedom of movement.

Some people voiced their frustrations in the media. Others, at the risk of being fined, defied restrictions. A relatively small number of individuals also participated in 'anti-lockdown' demonstrations, some of which resulted in participants being fined for not wearing masks and breaching restrictions related to public gatherings, and being arrested for more serious charges, including assaulting police.

One business owner, who lost customers and income due to the implementation of the 5-kilometre travel rule, even took legal action in the High Court in an attempt to have the government's lockdown policy declared invalid for being in breach of the Australian Constitution (and the right to freedom of movement). While the legal action failed, it demonstrated the ability of the courts to act as an independent check against any potential abuse of power by the government.

1 a **Outline** why the Victorian Government implemented 'stage 4 lockdown restrictions' in Melbourne in August 2020. (2 marks)

   b **Outline** why some Melburnians did not support these restrictions. (2 marks)

2 **Describe** two democratic values that are illustrated by this case study. (2 marks)

3 a With reference to this case study, **explain** one way in which the judiciary (that is, the courts) can act as a check on the law-making powers of parliament. (3 marks)

   b **Explain** how this case study illustrates the principle of the separation of powers. (3 marks)

4 **Discuss** whether you think demonstrations (or protests) are features of a strong and resilient democracy or a threat to democracy. (8 marks)

(Total: 20 marks)

Source 15 Anti-lockdown protesters in Melbourne demonstrate against the restrictions imposed by the Victorian Government in an attempt to control the spread of COVID-19 in 2020.

Check your Student obook pro for these digital resources and more:

Student book questions
Chapter 22

Key skill worksheet
Communicating & reflecting: Chapter 22

Quizlet
Play a game of Quizlet on Australia's democracy and the global context.

Chapter review quiz
Chapter 22

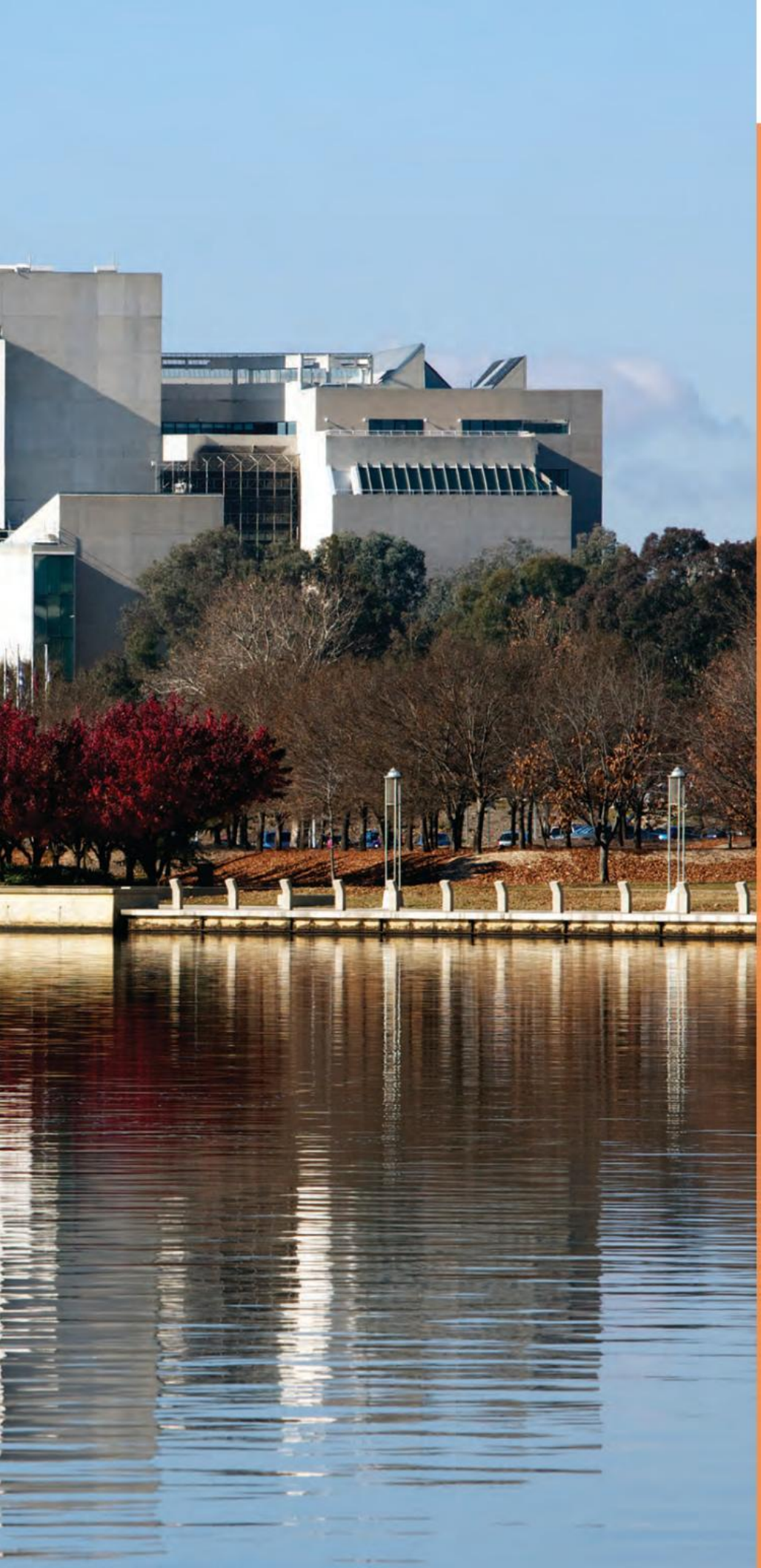
CHAPTER 23

The Australian Constitution and the High Court

The Australian Constitution is a document that outlines how Australia is to be governed. It came into operation on 1 January 1901. In simple terms, the Constitution can be thought of as a 'rule book' that sets out how our nation is to be run or managed.

The Constitution created the Commonwealth Parliament and outlined the areas in which it can make law. The Constitution also protects some basic rights of the Australian people, and empowers the High Court of Australia to interpret and resolve disputes involving the meaning of the Australian Constitution itself.

Source 1 The High Court of Australia was established by the Australian Constitution in 1901 and is the highest court in the Australian court hierarchy.



23A

How does the Australian Constitution work?

23B

What role does the High Court of Australia play in interpreting the Constitution?

23.1 The Australian Constitution – an introduction

In this topic, you will:

» describe the purpose of the Australian Constitution.

constitution
a document that outlines the rules and principles that guide the way an organisation, state or nation is governed or managed

Australian Constitution
a set of rules and principles that guide the way Australia is governed

A **constitution** is a document that outlines the rules and principles that guide the way an organisation, state or nation is governed. Many organisations – including schools, local sporting clubs, community groups and volunteer organisations (such as Rotary, the Salvation Army and World Vision) – have a constitution that outlines the aims of the organisation and the rules regarding how it is to be governed and how it operates.

Australia also has a national or Commonwealth Constitution that outlines how our nation is to be governed. The **Australian Constitution**, which came into operation on 1 January 1901, is the document that created and outlined the law-making powers of the Commonwealth Parliament and created the High Court of Australia.

Reasons for establishing Australia's Constitution

Prior to the Australian Constitution being established, Australia consisted of six separate British colonies – Victoria, New South Wales, Queensland, Tasmania, South Australia and Western Australia. Each of these had the power to make laws for its own residents, while also being under the authority of the British Parliament.

While this system of government worked when our country was relatively small, as the population grew, problems started to arise from the lack of consistent laws between the colonies. By the late 1800s support grew for the idea of Australia becoming a **federation**, where the colonies would become the states of Australia, and be united by one central (or federal) parliament. Under this system, the new federal parliament would be given the power to make certain laws in areas of national interest that applied to all Australians.

federation
a union or joining of independent states (or colonies) to create one central law-making authority

infrastructure
the facilities and services necessary for any community, city or country to function (e.g. buildings, electricity, roads, airports and water supply)

tariff
a tax (usually applied to goods being imported or exported)

militia
a fighting force that is made up of non-professional (civilian) fighters

Reasons for federation included:

- *to increase economic growth*. Many supporters of federation believed the economy could grow more rapidly if the colonies had consistent trade, banking and commercial laws, and common **infrastructure**. By the end of the nineteenth century, the separate colonies had imposed various taxes (or **tariffs**) on one another that limited inter-colony trade; and the existence of three separate railway systems, each with different-gauge railway tracks, made trade and travel difficult.
- *to improve national defence*. By the late 1800s, there were fears that the separate colonies, each of which had its own individual **militia**, would not be able to defend themselves from potential European invasion, and that the colonies would benefit from having one uniform defence force that was capable of protecting all of them.
- *to enhance the national identity*. At the end of the nineteenth century, with more than three-quarters of the population being born in Australia, many citizens felt an increased sense of national pride, recognising the Australian – rather than British – culture and way of life. The desire to minimise the arrival of non-British immigrants and the lack of a common immigration policy also increased support for federation.

Quiz me!
A quick quiz on the Australian Constitution

In 1891 the first of a series of meetings, known as **constitutional conventions**, were held, where representatives from each colony considered a draft constitution that would essentially create and outline the law-making powers of the new central Commonwealth Parliament. After the draft constitution was approved by the representatives of the colonies, the voters in each colony and the British Parliament, it came into operation. On Federation Day, 1 January 1901, Australia became a nation.

Source 1 Delegates from each of the colonies meeting in 1890 at a constitutional convention to discuss federation

The purpose of the Australian Constitution

The Australian Constitution established Australia as an independent nation and set out the rules by which it would be governed. More precisely, the Constitution:

- established a federal system of government in Australia – where the new nation consisted of six states, each with the power to make laws for the residents of that state, and one central or federal parliament, with the power to make laws that apply to the entire country
- created and outlined the law-making powers of the Commonwealth Parliament
- outlined the structure of the Commonwealth Parliament, stating that it must consist of two houses and the Crown
- created the High Court of Australia to resolve disputes over the meaning of the Constitution
- outlined and protected some basic rights of the Australian people by placing restrictions on the law-making powers of the Commonwealth and state parliaments; for example, the Constitution prevents the Commonwealth Parliament from making law that imposes or restricts religious practices
- ensured that the Australian parliamentary system was based upon various parliamentary principles, such as the principles of representative and responsible government, and separation of powers (examined in Chapter 22).

constitutional convention
a meeting of representatives from the colonies to consider the benefits of, and terms and conditions associated with, creating one central law-making authority

See, think, wonder

Look at Source 1.
- What do you see?
- What do you think?
- What do you wonder?

23.1 CHECK YOUR LEARNING

Review and understand

1 In your own words, **define** 'constitution'.

2 **Outline** three reasons why the Australian colonies agreed to become a united federal nation on 1 January 1901.

3 **Describe** three main purposes of the Australian Constitution.

Apply and analyse

4 **Explain** why the Australian Commonwealth Parliament is often referred to as federal parliament.

Evaluate and create

5 **Create** a cartoon or image that demonstrates the main reasons why the colonies supported federation.

6 The people listed below had significant involvement in the creation of Australia's Constitution. Using the internet, **research** how they influenced the Constitution and any other important roles they held. Present your findings in a multimedia format, such as PowerPoint, Prezi or Publisher Brochure.
- Sir Henry Parkes
- Sir Edmund Barton
- Andrew Inglis Clark
- Sir Samuel Griffith
- Sir Richard Baker
- Sir Robert Randolph Garran
- Sir John Quick

23.2 How the Australian Constitution works

In this topic, you will:

- describe the law-making powers given by the Australian Constitution
- explain how the Constitution can be changed through the referendum process.

The Australian Constitution took many years to draft and was carefully framed to provide a stable and long-lasting system of government for Australia. Its function was also to create and define the law-making powers of the newly established Commonwealth Parliament.

The law-making powers

The Commonwealth Parliament can only make laws in the areas specifically stated in the Constitution as belonging to the Commonwealth Parliament. These are referred to as specific areas of law-making power, or **specific powers**. Most of these are listed in Section 51 of the Constitution. They include the power to make laws on:

specific powers areas in which the Commonwealth Parliament has the power to make law, e.g. defence, currency, and marriage and divorce

- marriage and divorce
- currency (bank notes and coins)
- taxation (for example, the goods and services tax)
- social welfare benefits (for example, the aged pension and unemployment benefits)
- trade and commerce (with other countries and between the states)
- defence (naval and military forces)
- customs and excise (taxes on the production or export of goods).

Any areas of law-making power that are *not* stated in the Constitution as specifically belonging to the Commonwealth Parliament belong solely to the state parliaments. These are referred to as **residual powers**. For example, the Constitution does not mention or give the Commonwealth the power to make laws in many areas including:

residual powers areas in which the only the state parliaments can make law, e.g. law and order, education, health and public transport

- adoption, surrogacy or IVF technology (which did not exist in 1901)
- childcare and education
- public transport
- water and electricity supply.

Therefore, the state parliaments have the sole power to make laws in these areas.

Source 2 Some areas in which the Commonwealth Parliament can make laws are those related to defence, currency and marriage.

Types of specific powers

The specific powers of the Commonwealth Parliament that are outlined in the Constitution can be divided into two types: exclusive and concurrent powers.

Exclusive powers are those specific areas of law-making power in which only the Commonwealth Parliament can make law. For example, only the Commonwealth is able to make laws in the areas of currency, defence, and customs and excise.

Concurrent powers are those specific areas of law-making power that are shared by both the Commonwealth and state parliaments. For example, both the Commonwealth and state parliaments can make laws on taxation, marriage, and census and statistics. If the state and Commonwealth Parliaments pass laws in concurrent areas of power that conflict, the Commonwealth's law prevails over – or overrides – the state law.

Source 3 Types of specific law-making powers

Different types of law-making powers

Specific powers:
Areas of power listed in the Constitution that either rest with the Commonwealth Parliament (exclusive powers) or are shared between the Commonwealth and state parliaments (concurrent powers).
For example:
- currency (exclusive power)
- defence (exclusive power)
- taxation (concurrent power).

Residual powers:
Areas of power not listed in the Constitution that therefore solely rest with the state parliaments.
For example:
- childcare
- public transport
- water and electricity supply.

Changing the Constitution

One of the key features of our Constitution is that it cannot be easily altered, and it cannot be changed by the government of the day without the approval of the Australian people. This aims to reduce the risk of a federal government misusing its power and changing the Constitution to promote its own interests.

The only way the wording of the Australian Constitution can be altered is by **referendum**. The referendum process is outlined in the Constitution itself (in Section 128). A proposed change to the wording of the Constitution must be drafted and generally approved by a majority of members in both houses of Commonwealth Parliament. Between two and six months later, the proposed change must be put to the Australian people and approved by a 'double majority' of eligible Australian voters. This means it must be approved by both:

- a majority of voters throughout the whole of Australia, and
- a majority of voters in at least four out of the six states.

Once approved by a double majority, the proposed change must be given royal assent; that is, final approval by the Governor-General on behalf of the Crown, or Queen.

referendum
the method for changing the wording of the Australian Constitution; it requires a proposal for change to be approved by the Australian people in a compulsory public vote

Strengths of the referendum process

Strengths of the referendum process include the following:

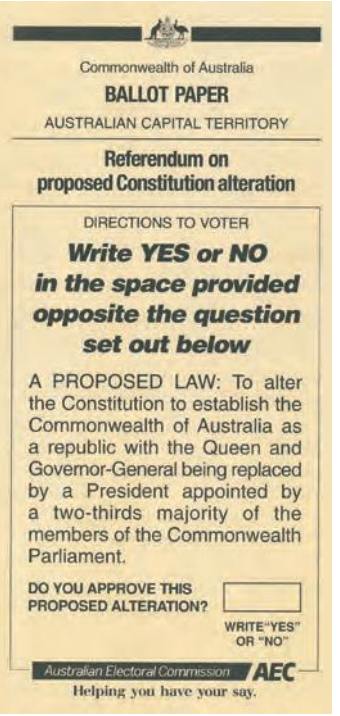
- It requires the support of the Australian public, which prevents a federal government from changing the Constitution to benefit its own agenda.
- A compulsory public vote means the Constitution is only changed if it has great support from the entire community, rather than just a small number of people who choose to vote.
- The requirement that a referendum must be passed by a double majority of voters ensures that any change to the Constitution has a large amount of public support, including support from most of the states.

Problems with the referendum process

Since Federation, 44 proposals to change the Constitution have been put to the Australian voters at referendums, but only eight have been successful. Reasons referendums tend to fail include the following:

- Voters may vote against a proposal to change the Constitution if they do not understand the proposal or are not interested in it.
- Proposals for change are unlikely to succeed if both major political parties do not support the change, because many people vote in accordance with the views of their chosen political party.
- The double majority provision is very difficult to achieve, particularly the requirement for the residents of at least four states to support the change.
- For convenience and to reduce costs, referendums are often held at the same time as a federal election, and people are more concerned with voting for the government rather than the proposal for constitutional change.

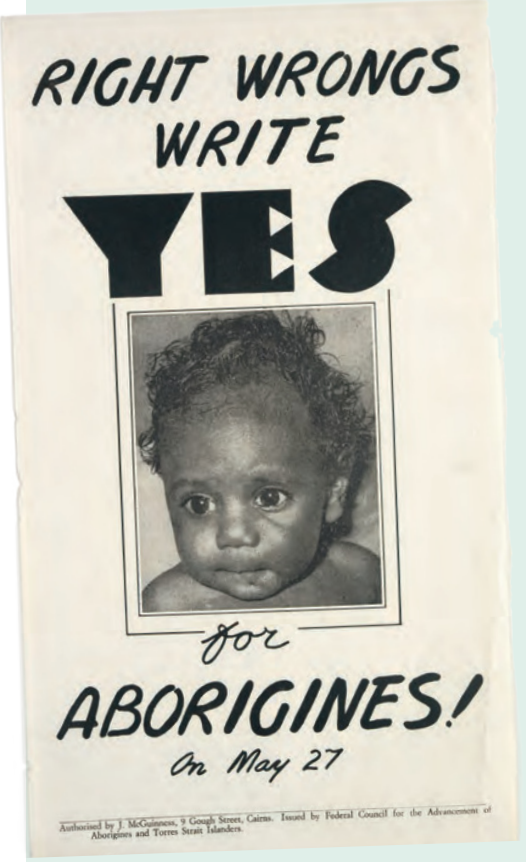
Key skill worksheet
Evaluating & decision making: Design a referendum campaign


Commonwealth of Australia
BALLOT PAPER
AUSTRALIAN CAPITAL TERRITORY
Referendum on proposed Constitution alteration
DIRECTIONS TO VOTER
Write YES or NO in the space provided opposite the question set out below
A PROPOSED LAW: To alter the Constitution to establish the Commonwealth of Australia as a republic with the Queen and Governor-General being replaced by a President appointed by a two-thirds majority of the members of the Commonwealth Parliament.
DO YOU APPROVE THIS PROPOSED ALTERATION?
WRITE "YES" OR "NO"
Australian Electoral Commission AEC
Helping you have your say.

Source 4 The ballot paper from the Australian Capital Territory for the 1999 republic referendum

CASE STUDY

The 1967 referendum



Source 5 A poster urging Australians to vote 'yes' at the 1967 referendum

Australia's most successful referendum took place in 1967, when over 90 per cent of voters agreed that the Constitution should be changed to give the Commonwealth Parliament the power to make laws for all Australians – including 'Aboriginal people', who had previously been exempted from the Constitution. This change was extremely important because it reduced the possibility of discrimination against Aboriginal and Torres Strait Islander peoples. The referendum also allowed the Constitution to be changed so that Aboriginal and Torres Strait Islander people could be counted when determining the size of the population.

The success of the referendum also had symbolic significance, as it demonstrated the willingness of many non-Indigenous Australians to accept and recognise the rights of Aboriginal and Torres Strait Islander peoples.

Today, the date of the historic 1967 referendum (27 May) marks the start of National Reconciliation Week – when the Australian community recognises and celebrates Aboriginal and Torres Strait Islander peoples, including acknowledging and promoting the understanding of past injustices suffered by them.

23.2 CHECK YOUR LEARNING

Review and understand

1 **Identify** three areas in which the Commonwealth Parliament can make laws that are listed in Section 51 of the Constitution.

2 In your own words, **define** 'exclusive powers'.

3 **Explain** two strengths and two weaknesses of changing the Constitution via a referendum.

4 Prepare a flow chart that **outlines** the process for changing the Constitution via a referendum.

Apply and analyse

5 a **Distinguish between** specific and residual powers. Remember, when you distinguish between two things you must talk about how they are different.

b **List** three examples of each type of power.

6 **Propose** (put forward) one reason why some specific areas of law-making power might have been designated as being exclusive powers of the Commonwealth Parliament. Provide two examples to support your response.

7 Below is a selection of proposals for changing the Constitution that have been put to Australian voters. Consider each, and decide whether you would accept or reject each proposal. **Justify** (give reasons for) your choice.

a the 1999 proposal to make Australia a republic, by altering the Constitution to replace the Queen's representative as a part of the Commonwealth Parliament with a president

b the 1988 proposal to change the maximum terms for members of the Commonwealth Parliament (from three years for the House of Representative and six years for the Senate) to four years

c the 1977 proposal to change the retirement age of judges for all federal courts, including the High Court, to 70 years.

Evaluate and create

8 Use the Australian Electoral Commission website (a link is provided on your obook pro) to **research** and provide answers to the following questions:

a Who is required to vote in a compulsory referendum?

b What were the proposals and result of the last referendum held in Australia (in 1999)?

c What was the cost of the referendum held in Australia in 1999?

d What was the date, proposal and year of the first referendum held after Federation?

e Which three referendums have been passed by the largest majority of Australian voters?

f Which three referendums have failed by the greatest percentage of Australian voters?

g Using examples that have not been answers to the previous questions, name one successful referendum and one unsuccessful referendum.

I used to think, now I think

Reflect on your learning about the Australian Constitution, and complete the following sentences:

- I used think …
- Now I think …

What has changed in your understanding?

Weblink
Australian Electoral Commission

Source 6 The Australian flag on top of Parliament House, Canberra, where the Commonwealth Parliament sits

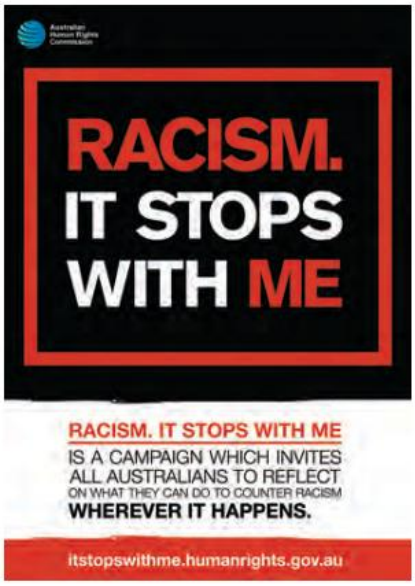
23A RICH TASK

Quizlet
Revise the key terms you have learnt so far.

Constitutional recognition of Aboriginal and Torres Strait Islander peoples

The Australian Constitution does not mention Aboriginal and Torres Strait Islander peoples. It does not recognise or acknowledge Aboriginal and Torres Strait Islander peoples as being the traditional owners of the land and waters of Australia, or provide them with any particular rights. In fact, Section 51(xxvi) of the Constitution – referred to as the 'race power' – gives the Commonwealth Parliament the power to make 'special laws' that may advantage or disadvantage 'people of any race', including Aboriginal and Torres Strait Islander peoples and other racial groups.

Many Australians, both Indigenous and non-Indigenous, believe our Constitution should be altered to include recognition of the Aboriginal and Torres Strait Islander peoples as being the traditional owners of the land and waters. It is hoped that making such a change would formally recognise and acknowledge Aboriginal and Torres Strait Islander cultures, and the significant way they have enriched our national identity. It is also hoped it would promote an awareness and respect for Aboriginal and Torres Strait Islander peoples' cultures, languages, heritage and rights.



Source 7 In 2020, Reconciliation Australia partnered with the Australian Human Rights Commission to promote the 'Racism. It stops with me' campaign to generate awareness and educate people and organisations about racism and the need for all people to 'say no to prejudice'.

Source 8 Aboriginal dancers at the Laura Aboriginal Dance Festival, Queensland, June 2009

KEY SKILL
Asking questions & conducting research

Gathering and assessing the reliability of information

Being able to gather and sort information from different sources is an important skill. Not all sources are reliable. For example, while the internet is a valuable source of information, the information found there may be factually incorrect. It may also have been prepared in a biased manner by an individual or group that wishes to promote one view or perspective.

When you are conducting research and gathering your information, it is vital that you carefully check its reliability and authenticity. The following steps can help:

Step 1 Gather your information from a range of sources; for example, a variety of different websites, newspapers, magazines, local papers and documents.

Step 2 Decide whether the information is factual or opinion-based.

Step 3 Identify whether the information has been prepared by a recognised authority – such as a government, university or expert panel – that has specialist knowledge in the area being examined. Websites that have an '.edu' suffix are usually for universities or schools, so the information found there should be reliable.

Step 4 Find out if the individual or organisation that prepared the information is independent and impartial. Alternatively, find out if they have a special interest in, or stand to benefit from, presenting a one-sided view.

Step 5 Check if the information you have gathered can be supported or verified by another source.

If you are not sure that your information has been created by a dependable source, try to gather additional information from an alternative source to verify its authenticity. As a final tip, check the date on which your information was prepared to make sure that it is current and relevant.

For more information on this key skill, refer to page 509 of 'The civics and citizenship toolkit'.

Practise the skill

1 Use the internet to **research** and find relevant and reliable information about the campaign to change the Australian Constitution to include recognition of the Aboriginal and Torres Strait Islander peoples. Follow the steps above to help you assess the reliability of the information you gather.

2 Use your information to prepare a written report on the campaign to acknowledge Aboriginal and Torres Strait Islander peoples in the Australian Constitution. Include:
- an introduction that explains the general proposal
- an explanation of the role of two groups or organisations that support constitutional recognition, such as Reconciliation Australian, Creative Spirits or ANTaR (Australians for Native Title and Reconciliation)
- a short discussion about whether or not these organisations have an independent and impartial view
- an explanation of arguments against or difficulties associated with changing the Constitution
- a short conclusion explaining your view
- a list of all the sources (including URLs) from which you obtained your evidence, and a brief comment on the reliability of the information gathered from each source.

Extend your understanding

1 There are a number of changes that can be made to the Constitution to recognise Aboriginal and Torres Strait Islander Australians. One of these is to include an acknowledgment of Aboriginal and Torres Strait Islander peoples as the traditional owners of the land and waters in the preamble. A preamble is a short introduction, commonly provided at the beginning of an Act of Parliament (or a Constitution), which explains its broad aims and objectives.

Using the internet, find a copy of the current preamble to the Australian Constitution. After reading it, **create** a new preamble (maximum of 500 words) for the Constitution. Consider:
- what parts of the existing preamble you would like to keep or discard
- the key values and principles that you might like to acknowledge in your preamble, including whether or not you would like to specifically recognise the Aboriginal and Torres Strait Islander peoples.

23.3 The Constitution and the High Court

In this topic, you will:

» describe the role of the High Court of Australia in interpreting the Australian Constitution.

court hierarchy
a ranking of courts in order from lowest to highest according to the seriousness and complexity of the cases it can hear and determine

The High Court of Australia, located in Canberra, is the highest in Australia's **court hierarchy**. It is the only court that has the power to interpret the meaning of the Australian Constitution. There are a number of ways the High Court interacts with the Constitution.

Interpreting the Constitution

The Australian Constitution (in Section 71) established the High Court to hear and resolve disputes over the meaning of the Constitution. The High Court is the only court in Australia with the power to interpret the meaning of the words and phrases in the Constitution.

Source 1 A 'full bench' of seven judges (known as justices) sit in the High Court to hear disputes involving the interpretation of the Australian Constitution.

Keeping the Constitution relevant

While those who drafted the Australian Constitution took great time and care to make sure that it was clearly worded, it was necessary to describe some of the Commonwealth's law-making powers in rather broad or general terms, so that the Commonwealth Parliament would have the power to make laws in areas that were not actually in existence at the time. Over the years, the use of these broad terms has caused disputes, which the High Court has been called upon to resolve.

For example, the Constitution gives the Commonwealth Parliament the broad power to make laws with respect to 'postal, telegraphic, telephonic, and other like services'. But what are 'other like services'? What services that exist in the 2020s could be regarded as similar to the postal, telegraphic and telephonic services that existed in the 1900s when the Constitution was written? Would these services now include making laws about radio and television broadcasting, the internet, and wireless and satellite services?

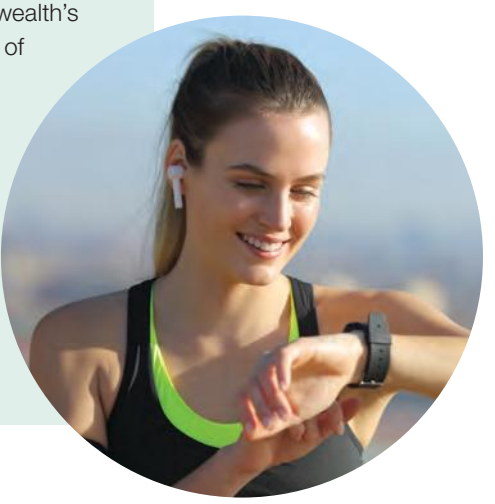
As illustrated in many cases, the High Court can help keep the Constitution relevant and up-to-date by interpreting the meaning of its words and phrases. For example, the High Court can allow, when appropriate, for new technologies to be included in the Commonwealth's law-making powers.

CASE STUDY

Interpreting the Constitution and keeping it relevant

In the cases of *R v Brislan (1935)* and *Jones v Commonwealth (1965)* the High Court was called upon to interpret the wording of the Australian Constitution. Seven justices of the High Court were required to interpret whether the Commonwealth Parliament's specific power to make laws with regard to 'postal, telegraphic, telephonic, and other like services' (as stated in Section 51(v) of the Constitution) included the power to make laws on radio and television broadcasting, respectively.

In each case, the High Court broadly interpreted the phrase 'other like services' to include radio and television broadcasting; and in doing so, while not changing the actual wording of the Constitution, the High Court effectively expanded the Commonwealth's power to make laws in these areas of communication – which had not even been created when the Constitution was written.



Source 2 New technologies create many areas of law-making not foreseen by those who wrote the Australian Constitution in 1901.

Acting as 'umpire'

When interpreting the meaning of the Australian Constitution, the High Court can act as an independent and impartial 'umpire' to check that the Commonwealth Parliament does not make laws that exceed its constitutional law-making power.

CASE STUDY

The High Court as 'umpire': Can the Constitution restrict packaging?

Section 51(xxxi) of the Australian Constitution gives the Commonwealth Parliament the power to make laws to acquire (gain or possess) property provided this is done 'on just terms', meaning fairly. In other words, it gives the Commonwealth the power to gain property (including physical land and buildings, and intellectual property such as copyrights, trademarks and logos) provided the terms on which it does so are fair.

In 2011, the Commonwealth Parliament passed the Tobacco Plain Packaging Act. This law banned tobacco companies from using logos, brand images and promotional text on their tobacco products. It meant that all tobacco products sold in Australia needed to be presented in a plain package and contain specific health warnings.

The plain-packaging law was passed in an attempt to discourage smoking and reduce its harmful effects. However, a number of major tobacco companies – including British American Tobacco and Philip Morris – claimed that the Act breached the Australian Constitution by unfairly allowing the federal government to acquire or seize their intellectual property; that is, their trademarks, branding and logos. The companies challenged the validity of the new law in the High Court.

In 2012, the High Court declared the Commonwealth Parliament's law constitutionally valid. In simple terms, the High Court ruled that the federal government was not acquiring the use of the tobacco companies' intellectual property, but was simply restricting the way in which the tobacco companies could use their logos and trademarks.

Source 3 The High Court has declared the Commonwealth's 'tobacco plain packaging' laws to be constitutionally valid.

Protecting the rights of the Australian people

implied rights
rights that are not expressly stated in the Australian Constitution but are considered to exist through interpretation by the High Court

When resolving disputes between individuals and the state and Commonwealth parliaments over the meaning of the Australian Constitution, the High Court is able to interpret the Constitution and imply that various rights of the Australian people exist – even though they are not expressly stated. Such rights are known as **implied rights**. For example, although the Constitution does not explicitly state that Australians have the right to freely discuss and debate political issues – referred to as **freedom of political communication** – in various cases throughout the years, the High Court has decided that this right is suggested or implied in the Constitution.

CASE STUDY

Can the High Court protect freedom of speech?

freedom of political communication
the right of Australians to exchange information or discuss political issues without fear of being charged and punished by the government

In the case of *Australian Capital Television Pty Ltd v Commonwealth* (1992), the High Court was required to resolve a dispute relating to freedom of speech. In simple terms, the court had to determine whether a Commonwealth law that banned political parties from making political broadcasts and placing advertising on radio and television during election campaigns breached the right of the Australian people to have 'freedom of speech' and the Australian Constitution.

The justices of the High Court decided that although the Australian Constitution does not specifically mention or protect the broad right to 'freedom of speech' in Australia, it does indirectly imply that Australians have the more narrow right to 'freedom of political communication'; that is, a right to freely discuss and debate political issues.

In making its decision, the High Court ruled that given the Constitution requires members of the Commonwealth Parliament to be 'chosen by the people', the people have a right to be informed about and discuss political issues. This means that political parties should be able to advertise and discuss their views and policies in a public forum (for example, on television or radio) prior to an election so that the people can make an informed decision when they are voting to elect the government.

In other words, the Constitution implies that people have a right to freedom of political communication.

Source 4 Political parties and their candidates are allowed to advertise their views before an election so that voters can make an informed choice when voting.

Resolving disputes

The High Court has been called upon to resolve disputes involving whether or not a state or Commonwealth law has been made in breach of any existing Australian law. In addition, it has also resolved issues involving international human rights treaties and conventions that Australia has agreed to uphold. It has declared any contravening laws (that is, laws that breach the Constitution) invalid. In this way the High Court can help protect the basic human rights of Australian citizens.

23.3 CHECK YOUR LEARNING

Review and understand

1 **Identify** three ways in which the High Court interacts with the Australian Constitution.

2 **Outline** why the Constitution might need to be interpreted.

Apply and analyse

3 **Explain** what the following statement means: 'The High Court can help keep the Constitution up-to-date and relevant in modern Australia.'

4 **Propose** (put forward) two areas of law that have been created as a result of advances in technology that would not have been envisaged in 1901 when the Australian Constitution was being drafted.

5 Read the case study: 'The High Court as "umpire": Can the Constitution restrict packaging?'

a **Describe** what the dispute in the case was about.

b **Explain** why the Commonwealth Parliament was able to make a law banning tobacco companies from using their logos and brand images on their tobacco products.

6 Read the case study: 'Can the High Court protect freedom of speech?'

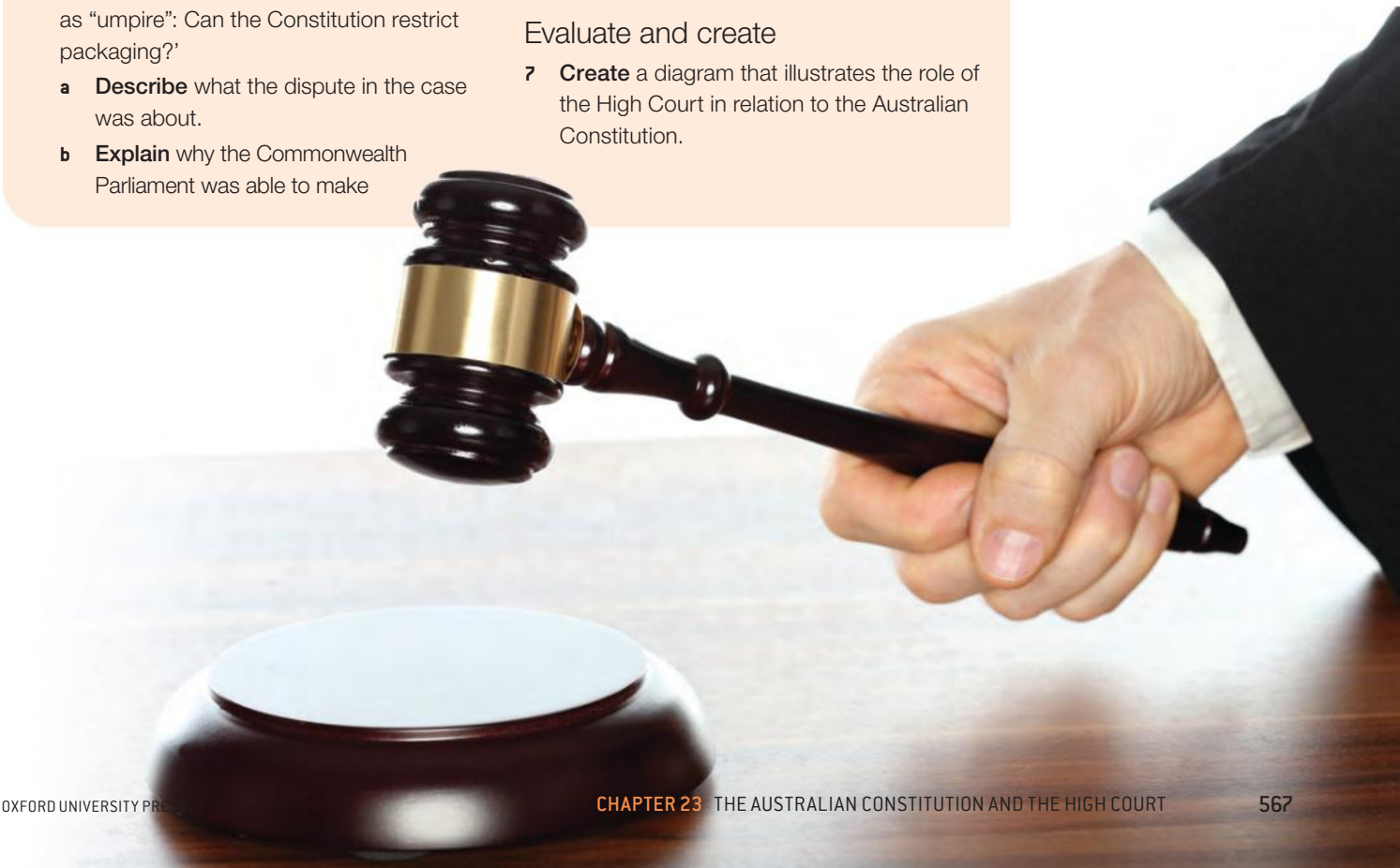
a **Propose** (put forward) reasons why, back in 1992, the Commonwealth Government may have wanted to pass a law to ban political parties from placing advertisements on television and radio during federal elections. Remember this was a time before the internet had been established, so there was no social media.

b **Explain** why the High Court ruled that political parties should be able to advertise on television and radio during election campaigns.

Evaluate and create

7 **Create** a diagram that illustrates the role of the High Court in relation to the Australian Constitution.

Quiz me!
A quick quiz on the Constitution and the High Court



23B

RICH TASK

Quizlet
Revise the key terms you have learnt so far.

The right to protest

Over the years, the High Court of Australia has ruled that the Australian Constitution implies that Australians have the right to freedom of political communication (that is, the right to express their political views). But what exactly does this mean, and to what extent should people have the freedom to express their political views? For example, should an individual or group have the legal right to make public comments on political issues – for example, same-sex marriage, adoption, abortion or euthanasia – that might be considered cruel, offensive or intimidating? Or should our freedom to political communication be restricted?

In February 2019, in the case of *Clubb v Edwards; Preston v Avery* – known as the *Clubb Case* – the High Court had to decide whether or not people should have the right to publicly express their views, or protest, in circumstances where doing so could intimidate and cause stress to other people.

The case arose after the Victorian and Tasmanian governments passed laws – in 2008 and 2013 respectively – banning anti-abortion protesters (people who oppose the right of women to lawfully terminate their pregnancies) from demonstrating within 150 metres of fertility clinics. Fertility clinics are medical clinics that provide assistance to people with pregnancy-related issues, including being unable to conceive and lawful terminations. Called 'safe access zone' laws, the laws were introduced to protect people who visited fertility clinics (including clients and staff) from being intimidated and harassed by anti-abortion protesters, who regularly wait outside fertility clinics to urge women not to proceed with terminations.

In 2016 and 2017, some years after the introduction of the safe access zone laws, two anti-abortion protesters (one in Victoria and one in Tasmania) were charged with breaching the laws. After being found guilty, they argued in a number of court cases that the safe access zone laws breached their right to freedom of political communication.

Finally, in April 2019, the case was heard by the High Court. The High Court decided that while Australians have the right to freedom of political communication and to publicly express their views on controversial political issues, this does not give them the right to force political messages on another person if that message is 'inconsistent with the human dignity of that person'. By making this ruling, the High Court limited the right of people to publicly express their views in circumstances where the expression of these views may cause genuine distress or anxiety to others to the extent that it decreases their self-worth.

Source 5 Anti-abortion protesters outside a fertility clinic

KEY SKILL
Communicating & reflecting

Creating a timeline

Timelines are an effective way to organise and present information and ideas so they may be more easily understood and evaluated. Constructing a timeline involves presenting information – such as key terms, events and concepts – in a logical chronological or sequential order to illustrate a sense of time and a common relationship. Displaying events and concepts in a sequential order helps develop a linear perspective, and can assist in the analysis and evaluation information and ideas. There are a number of timeline creator tools available on the internet.

To create a timeline, follow these steps:

Step 1 Consider the length of time you want to represent on your timeline. You may want to show, for example, 1901 to 1999.

Step 2 Divide the timeline evenly into suitable blocks of time. For example, if you were illustrating the success of referendums since Federation, you could prepare a timeline of the years since 1901 in 10-year intervals.

Step 3 After determining your time intervals, accurately measure and mark the dates of your intervals.

Step 4 Mark specific, significant events on the timeline, including their dates. Provide a brief description or explanation of these events.

For more information on this key skill, refer to page 514 of 'The civics and citizenship toolkit'.

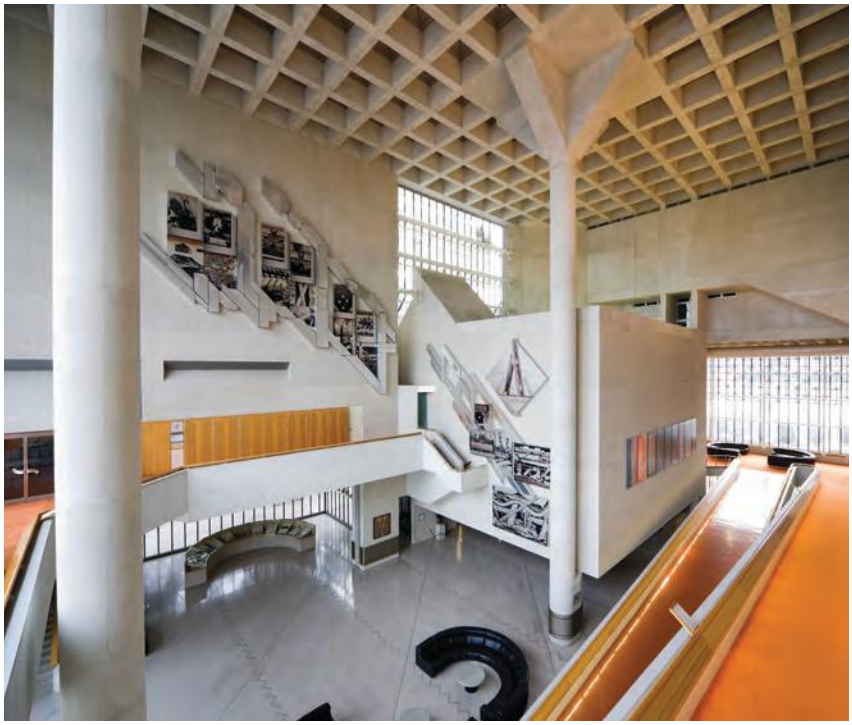
Practise the skill

1 Using the information provided, **create** a timeline of the *Clubb Case (2019)*. Your timeline should include the dates of the significant stages of the case, and an accompanying explanation for each. It should cover the period from the creation of the state safe access zone laws to the final High Court decision.

Extend your understanding

1 **Explain** whether or not you believe the High Court's decision effectively restricted the right of anti-abortion protesters – and all Australians – to freedom of political communication.

2 **To what extent** should restrictions should be placed on individuals with respect to their right to express their views on controversial political issues in public spaces? Write a paragraph explaining your position.



Source 6 Inside the High Court of Australia; many of the artworks in the High Court's collection reflect the traditions, symbolism and practice of the law.

23 CHAPTER REVIEW

Review questions

23A How does the Australian Constitution work?

1 **Identify** two purposes of the Australian Constitution. (1 mark)

2 **Explain** whether a proposal to change the Constitution would be successful if it was passed by 55 per cent of all Australian voters and a majority of voters in New South Wales, Victoria and Queensland. (3 marks)

3 What are two strengths of the referendum process? **Justify** your answer. (6 marks)

(Total: 10 marks)

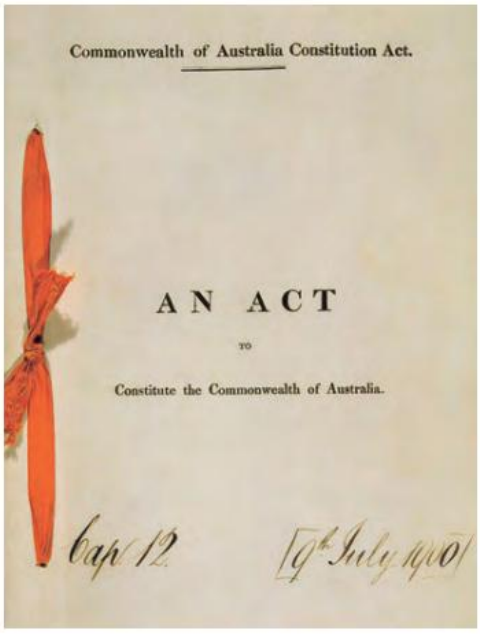
23B What role does the High Court of Australia play in interpreting the Constitution?

1 **Identify** how many justices of the High Court of Australia would hear and determine a case involving the interpretation of the Australian Constitution. (1 mark)

2 **Explain** the meaning of the term 'implied right'. State the implied right discussed in this chapter. (3 marks)

3 **Discuss** why the Constitution sometimes needs to be interpreted by the High Court. Give one example of a High Court case to support your answer. (6 marks)

(Total: 10 marks)


Commonwealth of Australia Constitution Act.

AN ACT

TO

Constitute the Commonwealth of Australia.

Cap 12 [9th July 1901]

Source 7 The Australian Constitution

Review activity

Read the report then answer the following questions.

Aboriginal Australians win High Court battle

Section 51(xix) of the Australian Constitution gives the Commonwealth Parliament the power to make laws on immigrants (or 'aliens', as they were referred to when the Constitution was written back in 1901). Using this power, the Commonwealth Parliament passed a law in 1958 called the *Migration Act*. Under this law, the Commonwealth Government can deport (or remove) people from Australia to their country of birth if they have been found guilty of one or more serious crimes.

In 2020, the High Court was required to interpret the Constitution and make a ruling as to whether or not Aboriginal and Torres Strait Islander people who were born overseas could be deported to the country of their birth. The cases were known as the *Love and Thoms Cases*.

The cases arose after two men were ordered to be deported under the *Migration Act* after being found guilty of committing some serious crimes. Daniel Love (born in Papua New Guinea) and Brendan Thoms (born in New Zealand) are both Aboriginal Australians who were born overseas. Both men have one Aboriginal Australian parent and both identify as Aboriginal, despite never becoming Australian citizens. The two men argued that while they were born overseas, they were Aboriginal Australians who had been living in Australia since they were children and had been recognised as members of an Aboriginal community. As such, they said they could not be considered as immigrants and deported from Australia. In other words, the two men argued that the law relating to the deportation of immigrants did not apply to them. The Commonwealth Government argued the opposite – claiming that because the two men were born overseas, they were considered immigrants and could be deported to their country of birth.

In a majority verdict, the High Court found in favour of Love and Thoms. Four of the seven justices agreed that Aboriginal Australians cannot be considered immigrants because they have a sense of belonging to Australia that cannot be 'extinguished', changed or denied by the Commonwealth Parliament. This decision (or ruling) meant that the immigration laws relating to deportation could not be applied to them.

Source 8 Brendan Thoms and his mother celebrated after the High Court ruled that, as an Aboriginal Australian, he could not be deported from Australia to the country in which he was born, New Zealand.

1. **Outline** why the decision in this case is referred to as a 'majority verdict'. (2 marks)
2. **Identify** who won this case. (1 mark)
3. **Explain** why they won the case. (3 marks)
4. **Explain** why the Commonwealth Government wanted to deport Love and Thoms from Australia. (3 marks)
5. **Analyse** why Love and Thoms believed the federal immigration law that allows for people who have committed serious crimes to be deported to their country of birth did not apply to them. Make reference to the Australian Constitution in your response. (5 marks)
6. Do you believe the High Court's decision was fair? **Justify** (give reasons for) your response. (6 marks)

(Total: 20 marks)

Check your Student obook pro for these digital resources and more:

Student book questions
Chapter 23

Key skill worksheet
Communicating & reflecting: Chapter 23

Quizlet
Play a game of Quizlet on The Australian Constitution and the High Court.

Chapter review quiz
Chapter 23

CHAPTER 24

Australia's international legal obligations

'No man is an island, entire of itself; every man is a piece of the continent, a part of the main.' These words from sixteenth-century poet John Donne still resonate in our world today. All countries need to act together to combat world issues such as poverty, the effects of climate change and human rights abuses.

Australia is a member of the United Nations, an organisation set up to promote international cooperation and world peace. As such, Australia is one of 193 countries that have a shared responsibility to promote security, health and wellbeing in the world. Membership of the United Nations provides an avenue for Australia to fulfil its international obligations.

Source 1 Australia is a member of the United Nations, and shares responsibilities to act with other member countries to tackle international issues.

24A

What are Australia's global roles and responsibilities?

24B

How do Australia's international legal obligations shape our laws and government policies?

24.1 Australia's role as a member of the United Nations

In this topic, you will:

- describe the purpose of the United Nations
- describe Australia's role in the United Nations.

United Nations
an international organisation formed in 1945 with the aim of increasing political and economic cooperation among member countries

As a part of its commitment to ensuring global peace and development, Australia has been an active member of the **United Nations** (UN) since it was first established over 75 years ago. Throughout this time Australia has worked together with other nations to help maintain international peace and security, and improve the protection of universal human rights and living standards – both within Australia and abroad.

The United Nations

The UN is a global organisation that was created at the end of World War II. It was founded with the purpose of promoting international cooperation and addressing issues that affect the international community, which cannot be resolved by one nation acting alone. In other words, the UN attempts to deal with issues that transcend national borders. The UN aims to bring countries together to find solutions to issues that face all nations, such as **climate change**, global poverty and disease, and threats to human rights and international security.

Source 1 The UN headquarters in New York are built on international land owned by the people of the world. The UN has its own flag, showing a map of the world encircled by olive branches, which are a symbol of peace. The UN also has its own postage stamp.

There are 193 nations that are a part of the UN. These nations are referred to as UN Member States.

The UN has four main purposes:

1. maintaining international peace and security in the world
2. creating and developing friendship between nations
3. helping nations work together to solve major problems (for example, global poverty and disease, income inequality and climate change) and promote **human rights** (for example, the right to life, the right to freedom of religion, and the right to not be **discriminated** against on the basis of gender, race, religion, sexual orientation or disability)
4. providing a central meeting place where nations can come together to discuss and achieve the aims mentioned above.

climate change
a change in global or regional climate patterns; in particular, a change attributed largely to the increased levels of atmospheric carbon dioxide produced by the use of fossil fuels

human rights
basic freedoms or standards that promote and uphold the dignity of all people and are guaranteed by a moral sense of duty or by the law

discriminated
when a person or group is treated unfavourably because of personal characteristics such as their age, race, disability, physical features or political beliefs

The Sustainable Development Goals (2015–2030)

While governments around the world aim to make laws that benefit the citizens in their own country and promote their own national interests, they must also consider the impact of their actions on other countries. In addition, individual nations often need to work together to address shared problems that affect the entire world.

Source 2 The Sustainable Development Goals (SDGs)

In 2015, each of the UN Member States, including Australia, promised to take action to end global poverty, protect the global environment and improve the lives of all citizens throughout the world. To do so, the Member States, agreed to adopt or take action to promote the achievement of 17 **Sustainable Development Goals (SDGs)** by 2030 (see Source 2).

Sustainable Development Goals (SDGs)
a set of 17 goals developed by the UN in 2015 that are designed to end poverty, protect the Earth from unsustainable development, and improve the wellbeing of all people by 2030

Australia's role

Australia was one of the first 51 countries to become a member of the UN when it started in 1945. Due to our relatively small population size, we are not considered a powerful nation by world standards; however, we do play a major role in the UN. For example, Australia is the twelfth largest financial contributor to the UN and plays an important role in the UN's peacekeeping activities.

In addition, membership of the UN allows Australia to have a voice in international affairs and play a role in promoting stability and human rights throughout the world. UN membership also helps Australia protect its own economic and security interests.

Weblink
UN Sustainable Development Goals

Weblink
UN International Days and Weeks

Key skill worksheet
Asking questions & conducting research: Sustainable Development Goals

24.1 CHECK YOUR LEARNING

Review and understand

1 **Describe** the main purpose of the UN.

Apply and analyse

2 **Propose** (put forward) four groups of people that might benefit from the work of the UN.

3 **Explain** why membership of the UN is beneficial for Australia.

Evaluate and create

4 The SDGs are a universal 'call to action' to help create a more just world by addressing 17 important global issues. Go to the SDG website (a link is provided on your obook pro) and investigate five different SDGs. For each goal:
- **Propose** (put forward) reasons why this goal is important to achieve. Provide some statistics to support your view.
- **Explain** how Australia might be able to help achieve this goal.
- **Create** a poster that illustrates your five chosen goals. Present your findings to the class.

5 The UN has named certain days and weeks to be observed as international days and weeks. Go to the UN website (a link is provided on your obook pro) and choose a day or week in the upcoming months that you are interested in. **Research** the issue and devise a way to create awareness of the day or week within your school. You could do one of the following:
- write a paragraph for the school newsletter or daily bulletin
- make an announcement to the school
- create a symbol for the day or week that will spark curiosity, or a slideshow that can be projected onto a wall as students enter a common room.

24.2 Australia's international role and responsibilities

In this topic, you will:

» explore some of the main ways Australia upholds its international role and responsibilities.

As the world become increasingly interconnected, it is essential that nations work together to resolve common global issues. As a member of the international community and one of the world's wealthiest nations, Australia has a role to play. Our responsibilities include helping to maintain global peace and security, strengthen human rights, protect the environment, improve global **living standards** and respond to **humanitarian crises**.

living standards
the level of wealth, material goods, comfort and life necessities available to people living in a geographical area

humanitarian crises
events that cause, or threaten to cause, significant harm and suffering to a community or nation; e.g. armed conflicts, global pandemics and natural disasters

alliance
an agreement between one or more nations or organisations to work together to achieve a common or mutual interest

Commonwealth of Nations
a group of 54 nations that are, or used to be, ruled or governed by the United Kingdom; the head of the Commonwealth is the Queen or King of England

rule of law
the principle that everyone in society is bound by law and must obey the law, and that laws should be fair and clear, so people are willing and able to obey them

Maintaining global peace and security

Australia works with a number of countries and organisations to help promote peace and security, both within our Asian–Pacific Region and throughout the world. For example, over the years the Australian Government has entered into a variety of military and defence **alliances** with other countries to ensure the security of our nation. These includes alliances with the United States, New Zealand, Indonesia, Japan, Malaysia and Papua New Guinea.

Australia is also a member of a number of organisations that work to maintain global security, including the UN and the **Commonwealth of Nations**.

Since 1947, Australia has been involved in over 60 UN peacekeeping operations. The main aim of these operations is to assist countries that have been involved in conflict to achieve lasting peace. UN peacekeeping operations achieve this by:

- maintaining peace and security in a region
- protecting civilians (that is, those who are not on active duty with the military, navy, police or firefighting organisations)
- overseeing elections to ensure they are free and fair
- disarming those who were involved in fighting; for example, controlling and disposing of weapons
- protecting and promoting human rights
- restoring the **rule of law** to a region, so that legal institutions – including the government, police, courts and prisons – are strengthened and accountable for their actions.

Source 3 Australian peacekeeping soldiers patrol a street in the Solomon Islands. Australia's Regional Assistance Mission to the Solomon Islands ran from 2003 to 2017.

The three basic principles that guide UN peacekeeping are:

- *the consent of parties* – in simple terms, this means the main parties to the conflict must agree to the UN peacekeeping operation taking place
- *impartiality* – UN peacekeepers must remain independent and unbiased when dealing with the parties involved in the conflict
- *the use of force as a measure of last resort* – UN peacekeepers can only use force (such as military force or weapons) in very limited circumstances; for example, when it is the only option available to protect themselves and/or civilians from physical harm or attack, assist authorities to maintain law and order, or deter a party from disrupting political processes, such as elections.

Key skill worksheet
Asking questions & conducting research: Australia as a peacekeeper

CASE STUDY

Why does the world's youngest nation need our help?

South Sudan became a nation in 2011. Since 2013, it has experienced a civil war, with fighting taking place between seven armed groups within the country. Around 1.5 million people have been displaced due to war, and thousands more have been killed. There have been massacres of civilians in hospitals and churches, with bodies being dumped in mass graves. South Sudan also experiences food insecurity, which means that its people do not always have access to safe, nutritious food. As a result, hunger and starvation are widespread and growing.

Australia is involved in the UN's peacekeeping mission in South Sudan. This mission involves protecting civilians and delivering humanitarian assistance, such as providing food and setting up camps for those who have been forced to leave their homes. Support is also provided to help establish rule of law in South Sudan and to assist in the economic development of the nation. Australia does this by deploying Australian Defence Force personnel to the region.

Since 2013, Australia has provided South Sudan with approximately $113 million for humanitarian assistance.

Source 4 In 2019, the Australian military helped transport Vietnamese peacekeepers from Hanoi to South Sudan.

humanitarian
concerned with or seeking to promote the welfare of humans

Strengthening human rights

Australia is committed to promoting and strengthening human rights both within Australia and around the world. Human rights are basic freedoms or standards that promote and uphold the dignity of all people. They are guaranteed by a moral sense of duty or by the law. Human rights belong to all human beings regardless of their nationality, place of residence, gender, ethnic origin, sexual orientation, religion or any other status.

As one of the founding members of the UN, Australia was involved in drafting the Universal Declaration of Human Rights (1948) following the end of World War II. This declaration sets out most of the basic human rights that all nations and governments, including Australia, should strive to promote and uphold. It is considered to be the basis of international human rights law.

Different types of human rights

Some of the rights in the Universal Declaration of Human Rights are:

- all people are born free and equal
- everyone is entitled to the same rights and freedoms
- everyone has the right to life
- no one should be subject to torture or slavery
- everyone is equal before the law
- no one should be subject to randomly being arrested, detained or exiled
- everyone has the right to be presumed innocent until proven guilty
- a person has the right to seek and be given **asylum** in another country.

Australia has also committed to seven international human rights agreements. Two of these elaborate on the principles established in the Universal Declaration of Human Rights and are legally enforceable in Australia. They are:

- the International Covenant on Civil and Political Rights (ICCPR) which includes, among many rights, the right to life, freedom of religion, freedom of speech and freedom of assembly; the right to vote; and the right to a fair trial
- the International Covenant on Economic, Social and Cultural Rights (ICESCR) which includes, among many rights, the right to equal pay, the right to health and education, and the right to an adequate standard of living.

Quiz me!
A quick quiz on Australia's international role and responsibilities

asylum
protection or shelter provided by a nation to a person who has been forced to leave their home country due to conflict or political unrest

See, think, wonder
Look at Source 5.
- What do you see?
- What do you think?
- What do you wonder?

Protecting the environment

Australia has been involved in many international agreements that serve to protect the environment. Perhaps the most important area of environmental protection is dealing with climate change. Australia has a national and international responsibility to reduce its environmentally harmful **greenhouse gas** emissions to avert the effects of climate change.

In 2016 Australia became a party to the Paris Agreement, which is an agreement within the UN Framework Convention on Climate Change, whose members commit to reducing greenhouse gas emissions. The objective of the agreement is to limit 'the increase in the global average temperature to well below 2°C above [pre-Industrial Revolution] levels'. To achieve this long-term goal, the countries that signed aim to reduce greenhouse gas emissions as soon as possible. Australia committed to reducing greenhouse gas emissions by between 26 and 28 per cent below 2005 levels by 2030.

The Australian Government has been criticised for its failure to follow through on the Paris Agreement. While the 2020 COVID-19 pandemic slowed the Australian economy and incidentally led to a lowering of greenhouse gas emissions, the Liberal–National Coalition government, led by Prime Minister Scott Morrison, has faced widespread condemnation for failing to commit to a 'zero emissions' target and for continuing to support the coal industry – one of Australia's major contributors to greenhouse gas emissions.

greenhouse gas
a gas, such as carbon dioxide, that absorbs radiation from the sun's rays, trapping heat in the Earth's atmosphere

Source 5 Pressure is mounting on the international community to seriously consider climate change and commit to emissions-reduction targets for the future. Many believe the international community needs to turn talk into action.

Improving global living standards and responding to humanitarian crises

Over the years, Australia has undertaken a range of actions to improve global living standards and has provided assistance to many countries that have experienced humanitarian crises. For example, Australia has a humanitarian strategy that outlines how we respond to international humanitarian crises and, as a member of the UN, is committed to assisting the achievement of the 17 UN Sustainable Development Goals by 2030 (see page 574).

foreign aid
assistance in the form of money, skills, goods and services transferred from one country to another, mainly for humanitarian reasons

One way Australia can help other nations improve their living standards is by providing **foreign aid**. Foreign aid may be given to help alleviate poverty and assist a community to develop a better standard of living; for example, to help build schools, roads or water infrastructure. It can also be used to provide food aid and medical care. Foreign aid may be offered by one country to another that is experiencing a humanitarian crisis which threatens the health and safety of its community.

In 2020–21, the Australian Government increased its spending on foreign aid by introducing a recovery package to help nations within the Indo–Pacific region respond to the challenges created by the COVID-19 pandemic. These nations include Fiji, Papua New Guinea, Timor-Leste (East Timor) and Indonesia.

Source 6 Australia gives foreign aid in many forms, mostly to countries in need within our region.

24.2 CHECK YOUR LEARNING

Review and understand

1. In your own words, **define** 'humanitarian crisis'.
2. **Explain** why some countries need foreign aid.
3. **Identify** two international human rights agreements that Australia is party to.

Apply and analyse

4. Imagine you are involved in a peacekeeping operation. **Determine** (decide) what dangers you might face as you carry out your work.
5. **Explain** why South Sudan requires help from the international community.
6. **Determine** (decide) why it is important that all countries agree on greenhouse gas emissions-reduction targets. What problems might arise if no agreements are reached?

Evaluate and create

7. Using the internet, **research**:
   a. three recent examples of Australia providing foreign aid
   b. where Australia is ranked in terms of providing international foreign aid. Do you think Australia gives enough foreign aid compared to other countries? Why do you think this?
8. Form small groups. Imagine the Australian Government is willing to provide assistance to help one other nation that is facing a humanitarian crisis or needs to improve its living standards. Your group has been employed to decide which nation should receive the assistance and what type of assistance it should receive. You must **justify** (give reasons for) your choice.

24A RICH TASK

Quizlet
Revise the key terms you have learnt so far.

Australia's treatment of asylum seekers

Australia has international obligations to refugees and asylum seekers. A refugee is a person who has been recognised under international law as having been forced to flee their country due to war, persecution or natural disaster, and who cannot safely return under the existing conditions. Refugees have asked governments in different countries for protection and have been granted it.

By contrast, an asylum seeker is a person who has been forced to flee their country due to war, persecution or natural disaster, but whose claim for refugee status has not been determined. In other words, an asylum seeker has asked another country for protection, but is waiting for their claim as a refugee to be processed. If this claim is not granted, the asylum seeker will be returned to their country of origin.

Perspectives on asylum seekers

Source 8

My name is Najeeba Wazefadost, and 12 years ago I risked my life on a dangerous journey. I escaped my country Afghanistan and came to Australia by boat … Afghanistan has been in a state of war for many decades, a war that has left little evidence of justice, humanity and peace for its people. Even now, villages are frequently attacked and there is continuous persecution of minorities.

Najeeba Wazefadost (refugee from Afghanistan)

Source 9

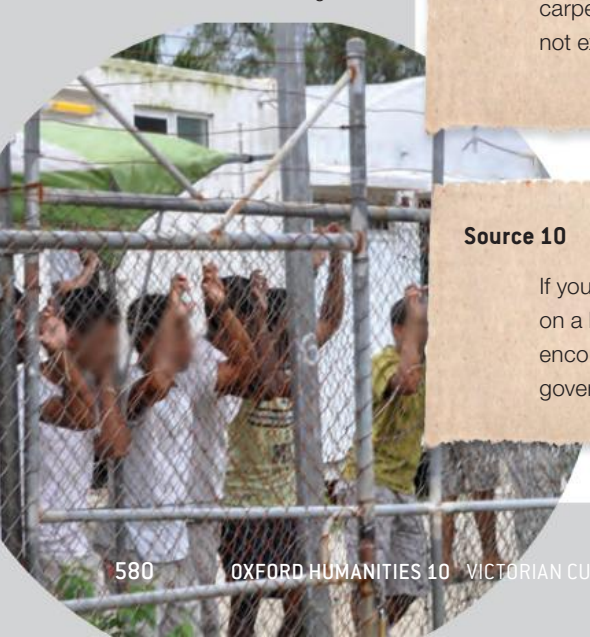
These people just see that Australia is open for business. It's hotel Australia, the red carpet is laid out and there's no attempt to contain any of this. Border security does not exist.

Alan Jones (radio broadcaster) commenting on the arrival of 66 Sri Lankan asylum seekers in 2013

Source 10

If you pay a people-smuggler, if you jump the queue, if you take yourself and your family on a leaky boat, that's doing the wrong thing, not the right thing, and we shouldn't encourage it. We will stop these boats in any test of will between the Australian government and the people-smugglers. We will and we must prevail.

Tony Abbott (former Prime Minister of Australia)



Source 7 For over a decade, asylum seekers who arrive in Australia have been sent to Nauru or Papua New Guinea and held in detention while their claim for refugee status is processed. There is no time limit. As a result, many people have been held in detention for years.

KEY SKILL
Analysing sources

Recognising and considering multiple perspectives

A person's perspective is their point of view – the position from which they see and understand events going on in the world around them. People often have different points of view about particular events or issues depending on their age, gender, social position and beliefs or values. Looking at multiple perspectives can help you understand an issue in greater depth.

Follow these steps to practise the skill of identifying multiple perspectives:

Step 1 Identify a civics and citizenship issue about which there may be different opinions.

Step 2 List the various groups and/or people who may have been involved in or affected by this issue.

Step 3 Identify the role or position of these groups/people in society.

Step 4 Locate sources that provide evidence about the point of view these view these groups/people had on the issue.

Step 5 Analyse each source, using the following questions as a guide:

- Why was the source written or produced?
- Who was the intended audience of the source? Was it meant for one person's eyes, or for the public? How does that affect the source?
- What was the author's message or argument? What ideas were they trying to get across? Is the message explicit (obvious), or are there implicit (subtle) messages as well? What can the author's choice of words tell you? What about the silences – what does the author choose *not* to talk about?
- How does the author try to convey the message? For example, do they give a detached, balanced account, or is it biased for or against the issue?
- Compared to what we face today, what relevant circumstances and experiences were different for the author of the source in the past? (Some examples might include religion, economy, family life and technology.) How do you think these factors and experiences influenced their thoughts and actions?

For more information on this key skill, refer to page 511 of 'The civics and citizenship toolkit'.

Source 11 Asylum seekers who arrived in Australia by boat risked their lives to get here.

Practise the skill

1. **Identify** as many different groups/people as you can who are involved in or affected by travelling by boat to Australia in order to seek asylum.
2. **Describe** the roles or positions that these groups/people hold in society.
3. Consider Sources 8 to 10. Identify and **analyse** the perspectives portrayed in each of these sources, using the process outlined in step 5 above.
4. Now that you have considered multiple perspectives, what is your opinion of how Australia treats asylum seekers who arrive by boat without a visa? **Justify** (give reasons for) your response.

Extend your understanding

1. **Research** the Australian Government's 'enhanced screening process' for asylum seekers who arrive by boat. Explain what it is and whether it may violate our international human rights obligations.
2. Locate the latest *Australia and the United Nations: Human Rights Score Card* and **determine** (decide) the areas Australia needs to improve.

24.3 Australia's international legal obligations

In this topic, you will:

- examine how Australia's international legal obligations influence Australian law and government policies
- examine some of the international agreements Australia has ratified.

Australia has **international legal obligations** in a wide variety of areas such as human rights, the environment, defence, security and trade. These international legal obligations are written down in **treaties**, which Australia is compelled (or bound) to observe. A treaty can also be called a convention, protocol or covenant.

Bilateral and multilateral treaties

Australia may enter into bilateral or multilateral treaties. A bilateral treaty is a treaty between two countries. A multilateral treaty is between three or more other countries. Multilateral treaties are usually developed and overseen by an international organisation, such as the UN or the International Labour Organization (ILO).

The Australian Government has the power to enter into treaties and participate in international negotiations. Once a government agrees to the conditions of a treaty, it will sign it. Being a signatory to a treaty demonstrates a government's intention to be bound by its terms and to incorporate them into its national law at a later date. Once a treaty is signed, signatory nations have an obligation to refrain from any acts that would defeat the object and purpose of the treaty.

A treaty becomes legally binding upon a signatory nation when the nation specifically passes legislation (statutes) to approve and adopt the terms outlined in the treaty. This process is known as the **ratification** of the treaty. Once a nation, ratifies a treaty, it is legally bound to accept and implement the rights and responsibilities within that treaty.

international legal obligations
rights, responsibilities, terms and conditions of international treaties that a nation has legally committed to upholding through ratifications

treaty
a formal document, signed by nations or international organisations, that legally requires them to follow the conditions set out in the document

ratification
the process of a nation's parliament expressly passing legislation that requires it by law to adopt the various rights and responsibilities set out in a treaty

The impact of treaties on Australian law

Over the years, the Commonwealth Parliament has passed a range of legislation to incorporate the terms of international treaties into Australian law. Source 2 provides some examples. However, it is not always necessary to pass new laws to ensure we comply with our treaty obligations. Existing Commonwealth or state/territory legislation may be sufficient to implement the provisions of a treaty.

Source 1 In 2013 Australia and the United Kingdom signed the historic Australia–United Kingdom Defence and Security Cooperation Treaty, which allowed significant sharing of information, technology, policy and personnel.

Source 2 Examples of treaties that Australia has entered into and how the terms of these treaties are incorporated into Australian law

Treaty area	International treaty Australia has entered into	Australian law that reflects the conditions of the treaty, in part or full
Protecting endangered species	• Convention on International Trade in Endangered Species of Wild Fauna and Flora (CITES) • Ensures that international trade in wild animals and plants does not threaten their survival	• *Environment Protection and Biodiversity Conservation Act 1999* (Commonwealth) • *Example:* The trapping of the orange-bellied parrot (an Australian endangered species) is illegal.
Eliminating racial discrimination	• International Convention on the Elimination of All Forms of Racial Discrimination (ICERD) • Eliminates racial discrimination and promotes understanding among all races	• *Racial Discrimination Act 1975* (Commonwealth) and state law in this area • *Example:* A job advertisement stating that people of certain nationalities need not apply is against the law.
Protecting women against discrimination	• Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) • Defines what constitutes discrimination against women and sets out a plan to end such discrimination	• *Sex Discrimination Act 1984* (Commonwealth) and state law in this area • *Example:* A woman who is told she cannot apply for a promotion because she has family commitments is being unlawfully discriminated against on the basis of being a woman.
Protecting the environment	• Convention Concerning the Protection of the World Cultural and Natural Heritage (CCPWCNH) • Protects cultural and natural heritage around the world that has outstanding universal value and must be preserved for current and future generations	• *World Heritage Properties Conservation Act 1983* (Commonwealth) • *Example:* An attempt to destroy a World Heritage site (such as the Gondwana Rainforests of Australia) through mining is unlawful.

The influence of international legal obligations on policy

International legal obligations can shape domestic policy in Australia. Policy making involves the government taking action in a certain area to achieve a desired outcome. Protecting the **ozone layer** is one example of where Australia has worked with other countries and implemented policies at home to reduce ozone-depleting chemicals – such as chlorofluorocarbons – in the atmosphere. Australia has surpassed all of its legal obligations under the Montreal Protocol on Substances that Deplete the Ozone Layer. Ozone depletion still continues, but the Montreal Protocol was successful in controlling the global production and consumption of ozone depleting substances.

ozone layer
a layer of gases around the Earth that protects us from excessive harmful ultraviolet radiation from the sun

The reduction of greenhouse gas emissions is another area that requires sustained effort from all countries in order to make a difference. By signing the Paris Agreement in 2016 (see page 578), the Australian Government joined nearly every other nation in the world in committing to reduce greenhouse gas emissions. However, Australia earns a great deal of money from exporting **fossil fuels**, such as coal and liquid natural gas (which are a major contributor to our level of greenhouse gas emissions), and is reluctant to reduce its reliance on these fuels. The target Australia set (to reduce emissions by between 26 and 28 per cent below 2005 levels by 2030) was influenced by its economic interests.

fossil fuels
fuels made from the decomposed (fossilised) remains of plants and animals that lived millions of years ago (e.g. coal, oil, gas)

Failure to meet our international obligations and uphold the conditions outlined in international treaties can result in other nations or organisations putting international pressure on Australia.

Source 3 Australia, like many other countries, relies heavily on fossil fuels for energy. Australia needs to find innovative energy solutions if it is to reduce its impact on climate in the future. International pressure will affect policy in this area.

The UN plays a role in monitoring how Australia is performing in relation to its international legal obligations. For example, every five years the UN Human Rights Council (UNHRC) provides Australia with a review of its performance on human rights. In 2021 the UNHRC criticised Australia for its performance in a number of areas, including:

- its treatment of refugees and asylum seekers, which involves the offshore processing and detention of asylum seekers for lengthy periods of time and arguably does not fulfil our international legal obligations
- the treatment of Aboriginal and Torres Strait Islander peoples, who experience severe inequality compared to non-Indigenous Australians, including being significantly overrepresented in Australia's prison population. Some of the problems facing Aboriginal and Torres Strait Islander peoples were highlighted in the 2020 Black Lives Matters demonstrations and the 2021 Australia 'Invasion Day' protests.

Shining a light on Australia's poor performance in these areas may influence future policy change.

I used to think, now I think

Reflect on your learning about Australia's international responsibilities and obligations and complete the following sentences.

- I used think …
- Now I think …

What has changed your understanding?

24.3 CHECK YOUR LEARNING

Review and understand

1 Name two international treaties to which Australia is a party and **describe** the main purpose of each treaty.

2 **Explain** the difference between a bilateral and a multilateral treaty.

3 **Outline** why new law is not always needed to comply with an international treaty Australia has signed and ratified.

Apply and analyse

4 **Propose** (put forward) two examples of how Australian law reflects the principles of the International Convention on the Elimination of All Forms of Racial Discrimination (ICERD).

5 **Determine** (decide) why the power to enter into treaties belongs to the Australian Government rather than the state or territory governments.

6 Do you think one country acting alone would be able to solve global environmental problems such as the depletion of the ozone layer and climate change? **Justify** (give reasons for) your response.

Evaluate and create

7 In small groups, **discuss** how Australia's international legal obligations can affect our domestic policy. Write down the main points from your discussion and report back to the class.

8 Read this extract and answer the questions that follow.

> 'Paying it forward.' In many ways that is a succinct expression of the major obligation of our existence. Doing things now for the protection and upliftment of relatively helpless future generations, which either don't exist yet or are presently too young to take action themselves. Australians don't have this obligation uniquely – every society on earth shares it equally. But in this country we have opportunities not widely available. We not only have an abundance of brilliant people with great energy and inventiveness, we are comparatively rich and thus can do what others might only dream of.
>
> Extract from General Peter Cosgrove, *A Very Australian Conversation*, Boyer Lectures, 2009

a **Explain** why General Peter Cosgrove (a former Governor-General of Australia) thinks that Australia is in a unique position compared to other countries to protect future generations.

b In your opinion what is the most important area of policy all countries need to participate in to protect future generations? Write a statement, similar to Cosgrove's, stating your beliefs and **justifying** (giving reasons for) your position.

Analyse this!
Australia's inernational legal obligations

24B RICH TASK

Quizlet
Revise the key terms you have learnt so far.

Australia's international obligations to Aboriginal and Torres Strait Islander peoples

The colonisation of Australia by the British from 1788 was the beginning of severe and devastating problems for Aboriginal and Torres Strait Islander peoples, the effects of which are still being seen today. For example, Aboriginal and Torres Strait Islander peoples have lower life expectancy, higher child mortality rates and higher unemployment rates compared to non-Indigenous Australians.

Government policy in relation to Aboriginal and Torres Strait Islander peoples has been fraught with difficulties in the past. While there may have been some good intentions, there has been a failure to properly work in partnership with Aboriginal and Torres Strait Islander peoples in deciding policy that affects them.

Does Australia meet its international obligations?

Australia is regularly criticised by international organisations (including the UN) for its treatment of Aboriginal and Torres Strait Islander peoples. For example, in 2021, the UNHRC (see page 585) criticised Australia for failing to address racism and the treatment of Aboriginal and Torres Strait Islander people in the criminal justice system (including the overrepresentation of Indigenous adults and youth in the prison system and deaths in custody). Australia has also not yet changed the Australian Constitution to recognise Aboriginal and Torres Strait Islander peoples as the traditional owners of Australia's land and waters. This could be partly achieved by including an acknowledgment within its preamble (or introduction): see Rich task 23A on page 562.

Source 4 Each year, Indigenous and non-Indigenous Australians join demonstrations to demand improved rights and recognition for Aboriginal and Torres Strait Islander peoples.

KEY SKILL
Communicating & reflecting

Creating and delivering an audiovisual presentation

Creating and delivering effective presentations is an important skill because it gives you practice talking in front of large groups of people – a task most of us are faced with at some stage in our lives. The following steps will help you avoid some of the pitfalls in creating and delivering a presentation, and increase the chances of the audience remembering and enjoying what you said:

Step 1 Plan and design your presentation:

- Plan your presentation carefully so it has a clear beginning, middle and end.
- Present the content in clear, concise bullet-point form, not as large slabs of text.
- Choose appropriate images.
- Remember that having objects and text moving on screen is distracting.
- Use a design that ensures your audience can clearly see and read the slides.

Step 2 Deliver your presentation:

- Do not simply stand up and read out the text on each slide. Plan what you will say to go with each slide. Record this on cue cards, and use these during your speech.
- One thing at a time! What is on the screen should be the thing you are talking about.
- Speak clearly – not too fast, not too slow. Vary your tone and pitch to make your presentation more interesting.
- Make eye contact with different members of your audience. Do not just look at your cue cards.

For more information on this key skill, refer to page 514 of 'The civics and citizenship toolkit'.

Practise the skill

1 **Research**, prepare and deliver an audiovisual presentation about Australia's international obligations to Aboriginal and Torres Strait Islander peoples. Your presentation should be based on relevant and reliable sources.

In your presentation, address the following:

a why Aboriginal and Torres Strait Islander peoples are a disadvantaged group within Australia

b positive steps in government policy affecting Aboriginal and Torres Strait Islander peoples

c an assessment of whether Australia meets its international obligations towards Aboriginal and Torres Strait Islander peoples.

Extend your understanding

1 As you listen to the presentations of your classmates, complete a peer assessment in the following form for each one.

Name of presenter:		
Topic of presentation:		
What are 3–5 things you learnt during this presentation?		
	PowerPoint design	Oral presentation
What is some 'warm' feedback you can give the presenter (positive/ achievements)?		
What is some 'cool' feedback you can give the presenter (constructive criticism)?		

24 CHAPTER REVIEW

Review questions

24A What are Australia's global roles and responsibilities?

1 **Outline** three global responsibilities of the Australian Government. (2 marks)

2 **Explain** how Australia works with the UN to contribute to global peace and security. (3 marks)

3 Using one example, **analyse** how Australia acts to strengthen global human rights or protect the international environment. (5 marks)

(Total: 10 marks)

24B How do Australia's international legal obligations shape our laws and government policies?

1 **Describe** two Australian federal or state laws or policies that uphold one or more of the rights included in the Universal Declaration of Human Rights. (2 marks)

2 **Discuss** whether or not you believe the Australian Government upholds its legal obligations with respect to its treatment of asylum seekers or Aboriginal and Torres Strait Islander peoples. (8 marks)

(Total: 10 marks)

Source 5 Tuvalu is a small country in the South Pacific Ocean that is in danger of being swallowed by rising sea levels.

Review activity

Read the information about the threats from climate change to Tuvalu, and then answer the questions that follow.

Tuvalu and climate change

Tuvalu is a small country in the South Pacific Ocean (see Source 5). It consists of nine islands and has a population of only about 11 000 people. Tuvalu is also one of the least-developed countries in the world. The total value of goods and services (referred to as the Gross Domestic Product, or GDP) produced in Tuvalu in 2019 was the equivalent of approximately US$3800 per capita (per person), compared to Australia's GDP of approximately US$55 000 per capita.

Climate change is having a devastating effect on this tiny nation. Increasing global temperatures are causing rising sea levels and extreme weather events that are damaging the fishing and agricultural industries in Tuvalu and destroying coastal villages. In fact, as the average height of the islands in Tuvalu is less than 2 metres above sea level, scientists have suggested the entire country may disappear within 80–100 years.

In August 2019, leaders of Pacific nations, including Australia's Prime Minister, Scott Morrison, met at the Pacific Islands Forum, held in Tuvalu, to discuss issues that affect the security, development and wellbeing of their nations. During the conference, the Prime Minister of Tuvalu, Enele Sopoaga, made a plea for all countries around the world – particularly those in the Pacific Region – to take action against climate change. This includes specifically banning the building of more coal mines, and moving towards the use of more sustainable and renewable energy in an attempt to secure the survival of Tuvalu and other small Pacific nations.

Morrison announced that the Australian Government would provide $500 million between 2020 and 2025 to help Pacific nations invest in renewable energy and undertake building works to ensure that essential services – such as roads, hospitals and schools – were strong enough to withstand extreme weather events. However, his government did not commit to reducing Australia's coal production or further reductions to Australia's greenhouse gas emissions. Coal is an important source of fuel and income for Australia.

1. **Describe** the negative impacts that climate change is having on Tuvalu. (2 marks)
2. **Summarise** what action the government of Tuvalu wanted the Australian Government to take to help resolve the issues facing its country as a result of climate change. (3 marks)
3. In your own words, **define** the term 'foreign aid'. (1 mark)
4. **Determine** (decide) the appropriateness of the Australian Government's response to Tuvalu's plea for assistance. (4 marks)
5. 'Relatively wealthy nations, such as Australia, should be required to help other smaller and/or developing nations, such as Tuvalu, resolve the issues facing their nation.' **To what extent** do you agree with this statement? A lot (strongly), a little bit (somewhat) or not at all? Write a short paragraph explaining your position. (10 marks)

(Total: 20 marks)

Source 6 An aerial view of Tuvalu

Check your Student obook pro for these digital resources and more:

Student book questions
Chapter 24

Key skill worksheet
Communicating & reflecting: Chapter 24

Quizlet
Play a game of Quizlet on Australia's international legal obligations.

Chapter review quiz
Chapter 24

[STEAM project 1]

How can we use technology so that we improve the lives of people in the world's poorest nations?

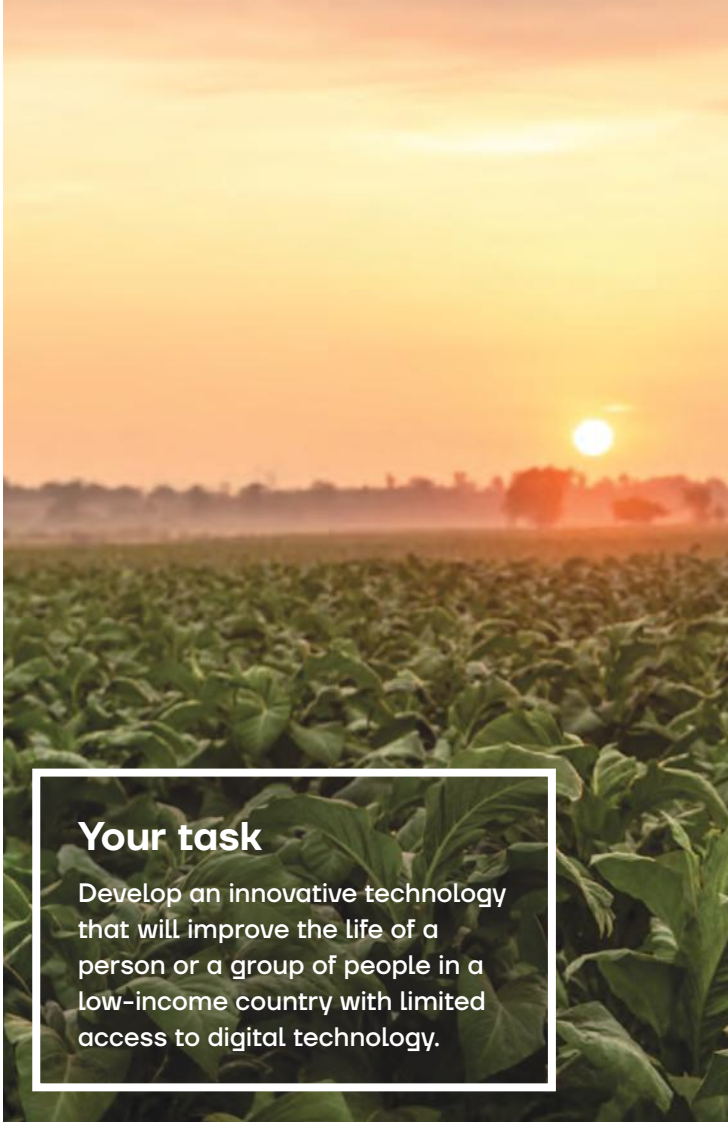
In Australia we are surrounded by technology every day. It is in the phones we use, the televisions we watch and the cars we drive. The term 'technology' is used for any machinery or equipment that applies the scientific knowledge we have discovered. Wheels and computers are both examples of technology.

In high-income countries, emergency response teams often rely on technological data supplied by electronic sensors to respond to natural disasters such as storms, fires and plagues. Drones might be used to conduct search and rescue operations. Doctors can use technology to remotely diagnose people who are sick and to perform operations that save lives.

At the end of 2017, the number of high-speed mobile subscriptions in member countries of the Organisation for Economic Co-operation and Development (OECD) reached a milestone: more subscriptions than the number of people. These mobile phones have been used to alert people to natural disasters, or to call for help in the event of floods and fires.

Technology is not just used for communication during natural disasters. It is also used to create medicine, improve farming practices and for education.

However, not everyone has access to technology.



Your task

Develop an innovative technology that will improve the life of a person or a group of people in a low-income country with limited access to digital technology.

Figure 1 Technology can be used to enhance and improve agricultural practices.

The digital divide

The term 'digital divide' is used to describe the gap between those who have access to digital technology – such as mobiles, computers and the internet – and those who do not. The Australian Bureau of Statistics has identified that almost 2.6 million Australians do not use the internet and cannot access technology in an emergency. Access is even lower in lower-income countries throughout Africa and Asia.

The OECD has identified that targeted innovation that uses technology can boost productivity, increase economic growth and help solve problems in society.

Figure 2 Technology has made attending a doctor's appointment easier and more accessible for people who may have difficulty attending in person.

HUMANITIES

In Geography this year, you will be learning about the spatial variations in human wellbeing globally. You will need to explore a range of factors that lead to inequalities, such as social, political, economic and technological differences. In Economics and Business, you will develop skills in business reasoning, and examine the trade-offs required when innovating a product or service and deciding on a course of action.

To complete this task successfully, you will need to research the initiatives of international governments and non-government organisations (NGOs) aimed at improving human wellbeing, particularly regarding health. You should consider how technology could be effectively accessed, resourced and used by a group of people to address their health concerns.

You will find more information on this in Chapter 5 'Inequalities in wellbeing' and Chapter 20 'The business environment' of *Oxford Humanities 10 Victorian Curriculum*.

MATHS

In Maths this year, you will extend your skills in representing, comparing and interpreting data. You will use digital technology to work with data, but also perform calculations by hand.

To complete this task successfully, you will need to find data to quantify the problem, to cost your interventions and to calculate a quantitative, evidence-based estimate of the likely benefits of your interventions. You will need to use skills in performing proportionality and other calculations with very large numbers, using scientific notation. You may also require your knowledge of financial mathematics.

You will find relevant mathematical and statistical concepts in Chapter 1 'Financial mathematics' and Chapter 10 'Statistics' of *Oxford Maths 10/10A Victorian Curriculum*.

SCIENCE

In Science this year, you will learn how an understanding of evolution can contribute to the selection of desired traits (such as drought resistance) in plants and animals. You will also learn how genetic engineering can be used to develop medicines that will cure cancers and prevent disease.

To complete this task successfully, you will need to consider how the values and needs of different societies can influence the focus of scientific research. You will also need to consider the ethics of the technology that you will be offering to your selected individual or group of people.

You will find more information on this in Chapter 2 'Genetics' and Chapter 3 'Evolution' of *Oxford Science 10 Victorian Curriculum*.

The design cycle

To successfully complete this task, you will need to complete each of the phases of the design cycle.

Discover

When designing solutions to a problem, you need to know who you are helping and what they need. The people you are helping, who will use your design, are called your end-users.

Consider the following questions to help you empathise with your end-users:

- Who am I designing for?
- What problems are they facing? Why are they facing them?
- What do they need? What do they not need?
- What does it feel like to face these problems? What words would you use to describe these feelings?

To answer these questions, you may need to investigate using different resources, or even conduct interviews or surveys.

Define

Before you start to design your innovative technology, you need to define the parameters you are working towards.

Define your version of the problem

Rewrite the problem so that you describe the group you are helping, the problem they are experiencing and the reason it is important to solve it. Use the following phrase as a guide.

'How can we help (the group) to solve (the problem) so that (the reason)?'

Determine the criteria

1. Describe the limitations in energy, communications, transport and support personnel that will need to be considered as part of the solution.
2. Describe how many copies of the solution prototype will need to be made to make a difference in the country you have chosen.
3. Identify who could pay for the construction of the solution prototypes.
4. Describe the social culture that is experienced by the individuals and groups who are affected by the problem. Why might some technologies be viewed as unwanted or even dangerous?

Ideate

Once you know who you're designing for, and you know what the criteria are, it's time to get creative!

Outline the criteria or requirements your technological design must fulfil (i.e. cost, size and weight for transportation, and cultural appropriateness).

Brainstorm at least one idea per person that fulfils the criteria.

Remember that there are no bad ideas at this stage. One silly thought could lead to a genius innovation!

Build

Each group member should select one design to draw. Label each part of the design. Include the material that will be used for its construction.

Include in the individual designs:

a a detailed diagram of the design
b a description of how it will change the life of your selected individual or group
c an outline of any similar designs that are already available to buy
d an outline of why your idea or design is better than others that are already available.

Present your design to your group.

Build the prototype

Choose one solution and build two or three prototypes. The prototype may be full size, or it may be a scale model (10 cm = 1 m).

Use the following questions as a guideline for your prototype solution.

- What materials or technology will you need to build or represent your prototype solution?
- What skills will you need to construct your prototype design? Does your group have these skills, or who can teach you those skills?
- How will you make sure your prototype design is able to be used by your selected individual or group? Will they need training?
- How will you display or describe the way the prototype design will work?

Test

Prototype 1

Use the scientific method to design an experiment that will test the effectiveness and strength of your first prototype solution. You will test the prototype more than once to compare results, so you will need to control your variables between tests.

What criteria will you use to determine the success of your prototype? Conduct your tests and record your results in an appropriate table.

Prototype 2

If your prototype will be used to help an individual, then you will need to generate a survey to test whether the prototype is appropriate for their use. (How would they use it? Would it make their work easier or harder? Would they consider buying it?)

Prototype 3

Use the information you have obtained from testing the first two versions to adapt your last prototype to be more effective and usable for the group you are helping. You may want to use the first two prototypes to demonstrate how the design has been improved over time.

Communicate

Present your design to the class as though you are trying to get your peers to invest in your designed solution.

In your presentation, you will need to:

- outline the situation of the country in which your selected individual or group lives
- outline the challenges faced by your selected individual or group
- include a working model or a detailed series of diagrams with a description of how the prototype of the solution will be used
- include a description of how you changed your design prototype as a result of testing or feedback
- include a description of how the design prototype will improve the lives of your selected individual or group.

Check your Student obook pro for the following digital resources to help you with this STEAM project:

Student guidebook
This helpful booklet will guide you step-by-step through the project.

What is the design cycle?
This video will help you to better understand each phase in the design cycle.

How to manage a project
This 'how-to' video will help you to manage your time throughout the design cycle.

How to pitch your idea
This 'how-to' video will help you with the 'Communicate' phase of your project.

Check your Teacher obook pro for these digital resources and more:

Implementation advice
Find curriculum links and advice for this project.

Assessment resources
Find information about assessment for this project.

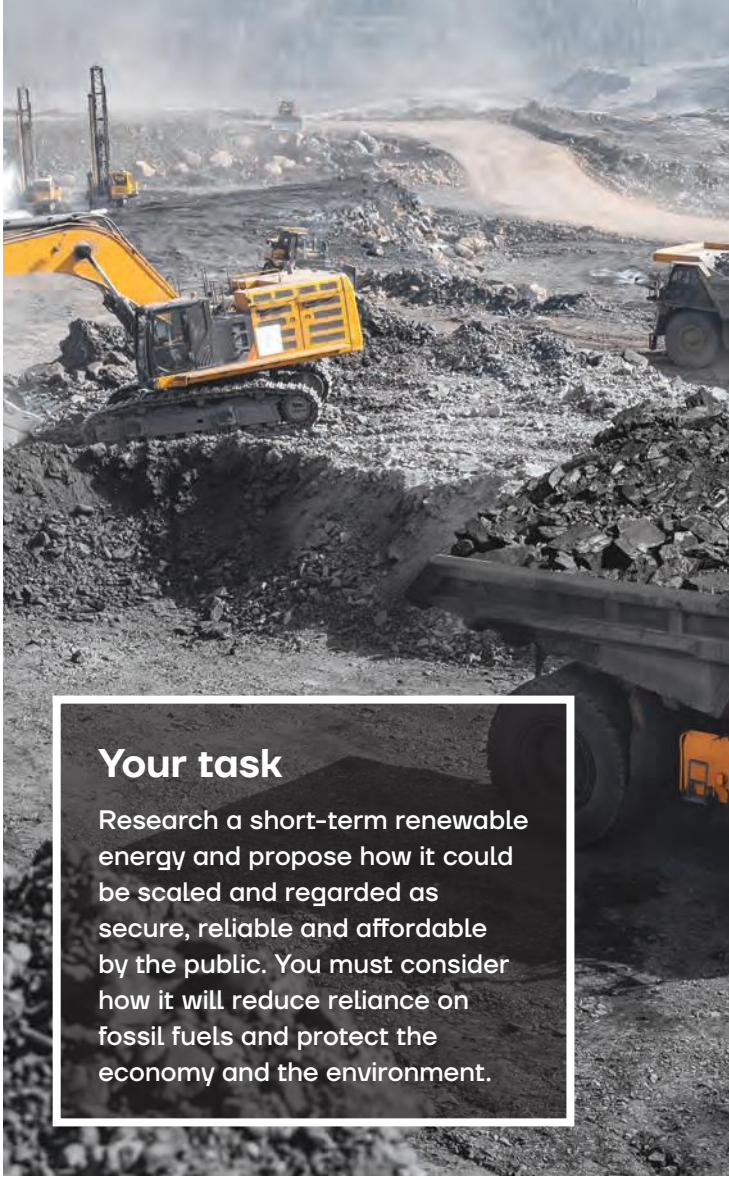
[STEAM project 2]

How can Australia reduce its reliance on fossil fuels so that we protect the environment and the economy?

Fossil fuels such as coal, oil and gas are made from fossilised, decomposed organisms that aged over millions of years in the Earth's crust. They contain carbon, which can be burned for energy. Due to the length of time it takes for these fuels to form as part of the carbon cycle, they are classified as long-term renewable sources of energy, sometimes called non-renewable.

Australia is a major user, producer and exporter of fossil fuels. Nearly 80 per cent of Australia's electricity is generated from coal and gas. Seventy-five per cent of coal mined in Australia is exported, making Australia the largest net exporter of this fuel in the world. In 2019, it was reported that Australia was the world's third-largest exporter of fossil fuels. Economically, the production and export of fossil fuels contributes hugely to Australia's GDP, and the mining industry is an important employer.

Coal emits higher amounts of CO_2 than oil or gas when used to produce energy. Measuring fossil fuel exports according to their potential to emit CO_2 makes Australia's carbon footprint per capita one of the largest in the world. This is contentious globally, particularly for nations most affected by a changing climate.



Your task

Research a short-term renewable energy and propose how it could be scaled and regarded as secure, reliable and affordable by the public. You must consider how it will reduce reliance on fossil fuels and protect the economy and the environment.

Figure 1 Most of Australia's energy is generated from coal. Almost 80 per cent of the coal produced in Australia is from open-cut mines.

Renewable alternatives

To protect both the environment and the economy, Australia needs to focus more on short-term renewable energy. When deciding on energy alternatives, it is important that energy supply be secure, reliable and affordable.

Short-term renewable energy sources include hydropower, solar power, wind power, bioenergy and ocean energy. Australia's landscape is suitable for many of these alternatives, but large investments in technology are required. As we invest more in the technology that makes short-term renewable energy possible, the better we get at making it, the more affordable it becomes and the more demand for renewable energy grows (a cyclical process).

Figure 2 A solar farm in Canberra. Solar energy is a source of renewable energy.

HUMANITIES

In Geography this year, you will learn about environmental change and management. You will explore the environmental, technological and economic factors that have influenced the change and the consequences of human actions on the sustainability of the environment.

In Economics and Business, you will investigate how the performance of Australia's economy is measured and how Australia's economic growth has depended on natural resources. You will explore the impact that environmental policies can have on Australia's economy and living standards.

To complete this task successfully, you will need to understand how stakeholders such as governments, communities and businesses can work together to initiate environmental change and management plans that protect both the environment and the economy.

You will find more information on this in Chapter 2 'Changing and managing the environment', Chapter 18 'Measuring the performance of Australia's economy' and Chapter 19 'Living standards' of *Oxford Humanities 10 Victorian Curriculum*.

MATHS

In Maths this year, you will extend your skills in representing and interpreting data, including multivariate data sets and time-series data. This will include critical consideration of media reports that use statistics and present graphs. You will use digital technology to work with data but also perform calculations by hand.

To complete this task successfully, you will need to find data to quantify the problem, to cost your interventions and to calculate a quantitative, evidence-based estimate of the likely benefits of your interventions. You will need to have skills in performing proportionality and other calculations with very large numbers, using scientific notation.

You will find relevant mathematical and statistical concepts in Chapter 1 'Financial mathematics' and Chapter 10 'Statistics' of *Oxford Maths 10/10A Victorian Curriculum*.

SCIENCE

In Science this year, you will learn about the impacts of fossil fuel combustion reactions in the production of carbon dioxide and carbon monoxide. You will also examine how increased reliance on this form of energy has affected the way carbon cycles through Earth's spheres, and how the resulting increase in greenhouse gases (including carbon dioxide) has led to enhanced global warming, which is contributing to melting sea ice and permafrost, rising sea levels and an increased number of extreme weather events.

To complete this task successfully, you will need to consider how energy that is generated can be used efficiently.

You will find more information on this in Chapter 6 'Global systems' of *Oxford Science 10 Victorian Curriculum*.

The design cycle

To successfully complete this task, you will need to complete each of the phases of the design cycle.

Discover

When designing solutions to a problem, you need to know who you are helping (your end-users) and what they need.

Consider the following questions to help you empathise with your end-users:

- Who am I designing for? Will I be helping the government or members of the public?
- What problems are they facing? Why are they facing them?
- What do they need? What do they not need?

To answer these questions, you may need to investigate using different resources, or even conduct interviews or surveys.

Define

Before you start to design your solution for the potential replacement of fossil fuels, you need to define the parameters you are working towards.

Define your version of the problem

Rewrite the problem so that you describe the group you are helping, the problem they are experiencing and the reason it is important to solve it. Use the following phrase as a guide.

'How can we help (the group) to solve (the problem) so that (the reason)?'

Determine the criteria

1 What type of energy source are you trying to replace? How much of it is currently used and how is it used?
2 How will the renewable energy be used? Will it be easy for the user to access?
3 Will the renewable energy require many changes in the vehicles or equipment being used? Who will pay for this change in infrastructure? How much will it cost?
4 How long will it take to generate the resources needed to make this renewable energy resource accessible and affordable for most people?

Ideate

Once you know who you're designing for, and you know what the criteria are, it's time to get creative!

Outline the criteria or requirements your design must fulfil (i.e. type of equipment, number and amount of materials, area that needs to be covered).

Brainstorm at least one idea per person that fulfils the criteria.

Remember that there are no bad ideas at this stage. One silly thought could lead to a genius innovation!

Build

Each team member should draw one individual design. Label each part of the design. Include the material that will be used to construct a model of the design.

Include in the individual designs:

a a description of what you see as the biggest problem with the energy source that you are replacing
b a description of the renewable energy that you propose could be used instead

c a description of how this renewable energy could be scaled up so that it can be used more effectively.

Present your design to your group.

Build the prototype

As a group, choose one design and plan how to model or build it. You may need to produce two or three to-scale prototypes for your group's design. Keep each iteration so that you can show the progress of your ideas.

Use the following questions as a guideline for your prototype.

- How will you replicate or model the renewable energy source?
- How will you model how the renewable energy will be used?
- What are the limitations of the renewable energy source? Will it produce enough energy for the equipment that currently uses fossil fuels?
- Calculate the number, density or requirements of energy sources in your area. How will your model provide for these demands?

Test

Use the scientific method to design an experiment that will test the limitations of your renewable energy prototype idea. You will need to model and test more than one prototype to compare results, so you will need to consider all variables between tests.

What criteria will you use to determine the success of your renewable energy prototype?

If your prototype will be used by a particular group of individuals, then you will need to generate a survey to test whether the prototype is appropriate for their use. (How would they use the alternative energy source? Would it make their life easier or harder? Would they consider buying it? How much would they be prepared to pay to access this form of energy?)

Conduct your tests and record your results in an appropriate table.

Communicate

Present your design to the class as though you are trying to get your peers to invest in your alternative energy design.

In your presentation, you will need to:

- outline the energy needs of the selected individual or group you are supporting
- outline the energy challenges faced by your selected individual or group
- create a working model or a detailed series of diagrams, with a description of how the design prototype will be used to replace the current energy demands
- describe how you changed your design prototype as a result of testing or feedback
- describe how the renewable energy prototype will improve the life of your selected individual or group
- estimate the cost of production for each element of your energy design
- estimate the number of each element of your energy design required in your local government area
- estimate the total implementation cost to individuals, or to local, state or national government bodies
- compare how this energy system could be implemented in developed and developing countries.

Check your Student obook pro for the following digital resources to help you with this STEAM project:

Student guidebook
This helpful booklet will guide you step-by-step through the project.

What is the design cycle?
This video will help you to better understand each phase in the design cycle.

How to manage your project
This 'how-to' video will help you to manage your time throughout the design cycle.

How to define a problem
This 'how-to' video will help you to narrow your ideas down and define a specific problem.

Check your Teacher obook pro for these digital resources and more:

Implementation advice
Find curriculum links and advice for this project.

Assessment resources
Find information about assessment for this project.

GLOSSARY

Glossary: Geography

A

anthropogenic
created or caused by humans

aquifer
an underground water supply consisting of a layer of rock or other permeable materials that hold water

assimilation
the process by which a minority group adopts the language and customs of a dominant population; in the mid-1900s assimilation of Indigenous Australians into white society became official government policy in Australia

atmosphere
all of the gases that surround the Earth

B

biodiversity
the variety of living organisms (e.g. plants, animals, bacteria and fungi) found in an environment

biological pollutants
a term used to describe the negative effects of invasive species (e.g. bacterial, parasites, and invasive plants and animals) that do harm to an environment

biome
a large area of the Earth that is home to similar plant and animal communities that have adapted to a particular environment over time (e.g. desert, forest, grassland)

biosphere
all regions of the Earth occupied by living things (plants, animals, humans and other organisms); the zone of life on Earth

blowout dune
a dune that is moving inland as onshore winds carry grains of sand away from the beach

breakwater
a wall built out into the sea to help prevent large waves from reaching the coastline and causing erosion

C

cartogram
a type of map that is distorted to show a representation of statistical data (e.g. access to water, rates of obesity, etc.), rather than land area

caste system
a social system in which people are born into a social group (called a caste); the caste system is generally associated with the Hindu religion in India and is still used today

census
a 'head count' or audit of the number of people living in a particular place at a particular time; information collected during a census often includes age, occupation, income, etc.

chemical pollutants
a term used to describe a range of heavy metals, oils, pesticides, industrial chemicals and salts that do harm to an environment

choropleth map
a map that displays data or characteristics (e.g. **Human Development Index** rankings) across an area by using colour or shade to represent the value of the data (e.g. dark green for high rankings and light green for low rankings)

climate change
a change in global or regional climate patterns; in particular, a change apparent from the mid to late twentieth century onwards and attributed largely to the increased levels of atmospheric carbon dioxide produced by the use of fossil fuels

climate graph
a combination bar and line graph that shows the rainfall and temperature of a given place; also known as a climograph

coastal degradation
the deterioration of a coastline due to human effects such as pollution, population change and tourism

colonise
to take control of a country or territory for financial, political or military gain, e.g. Australia was colonised by Britain

compound column graph
a type of column graph that features two or more sets of related data at the same time so that they can be compared; information provided in each column is subdivided for further comparison

confluence
the place or junction where two rivers meet

contour lines
lines drawn on a map that connect points of the same height to show the height and steepness of land

correlation
a statistical measure that indicates the extent to which two or more variables are related or linked

culture
a term used to describe the shared characteristics (e.g. language, food, religion, beliefs, etc.) of a population or group of people

D

deforestation
the removal of trees and other plant life from a forested area, either by cutting down or by burning; usually carried out to clear the land for farming

demographic transition model
a geographic model designed to help explain changes in populations over time, especially the transition from high birth and death rates to low birth and death rates as countries become more developed

demographics
the statistical data of a population or of groups within a population, especially those related to average age, gender, birth and death

deposition
the laying down of solid material that has been eroded and transported from another part of the Earth's surface

desertification
the transformation of fertile land into relatively dry desert

developed country
an industrialised country with a well-developed economy and a relatively high standard of living that is able to support the needs of its citizens

developing country
a non-industrialised country with a relatively fragile economy and a low standard of living that is not always able to support the needs of its citizens

digital elevation model (DEM)
a topographic illustration (or digital model) that uses a range of data to generate a 3D representation of the Earth's surface

E

ecosystem
a complex community made up of living organisms that interact with each other and with their environment; an abbreviation of 'ecological system'; made up of biotic and abiotic components

ecosystem services
a term used to describe a range of important resources, processes and benefits that healthy ecosystems provide to humans

erosion
the wearing away of the Earth's surface by water, wind and ice

estuary
a wide tidal mouth of a river

F

false colour image
an image that depicts an object or area in colours that differ from those seen in nature; false colour images use colours that are different or more exaggerated than those shown in standard photographs, in order to make the thing being shown easier to interpret

fertility rate
a statistical measure of the average number of children that all women in a particular area of population will have throughout their lifetime

fieldwork
geographical study that takes place outside the classroom, at the site of inquiry

food security
a term used to describe a condition in which all people at all times have access to enough safe nutritious food to sustain a healthy life

fossil fuel
a fuel made from the decomposed (fossilised) remains of plants and animals that lived millions of years ago (e.g. coal, oil, gas)

G

gender inequality
the unequal treatment of individuals within a society based on their gender, whether male or female

gender pay gap
the difference between the amounts of money paid to women and men, often for doing the same work

geographical information system (GIS)
a software application designed to capture, store, manipulate, analyse, manage and present all kinds of geographical information

geographical sketch
a sketch focusing on those parts of the environment relevant to the current geographical inquiry

glacier
a river of ice in mountain and polar landscapes

global positioning system (GPS)
a device that uses satellites to accurately pinpoint the location of an object on the Earth's surface (e.g. a car, a mobile phone) and provide data and directions to help with navigation

greenhouse gas
a gas, such as carbon dioxide, that absorbs radiation from the sun's rays, trapping heat in the Earth's atmosphere

Gross Domestic Product (GDP)
the total monetary value of all the goods and services produced by a country over a specific time period (usually a year)

groyne
a human-made barrier that juts out from the beach into the water, built to prevent erosion of the beach from the power of destructive waves and longshore drift

H

Human Development Index (HDI)
a tool developed by the United Nations to grade and rank the social and economic development of the world's countries in order from most to least developed; used as a measure of human wellbeing

I

ice sheet
a layer of ice covering a large area of land for a long period of time

indicator
something that helps show the state of a thing; good indicators are measurable

infant mortality rate
a statistical measure of the proportion of children in an area or population under the age of 12 months who die; expressed as number of deaths per 1000 live births

invasive species
a plant, animal or other organism that is not native to an area and whose introduction has negative effects on its new environment

irrigating
watering otherwise dry land by artificial means (e.g. pipes, ditches, sprinkler systems) to help with the growing of crops

L

land degradation
the loss of productivity and the decline in the fertility of land-based environments as a result of human activities

land reclamation
the process of creating new land from oceans, bays, harbours and estuaries by dumping rocks, silt from the sea bed or other materials into the water

landscape degradation
a process that occurs when the productivity of land is lost

landfill
a method used to dispose of rubbish by burying it; also used to describe the place where rubbish is buried

landform
a natural geographical feature or shape on the Earth's surface (e.g. a dune, hill, valley, beach or cave)

levee
a long wall or embankment built to prevent flooding from the sea

life expectancy
a statistical measure of the average number of years a person in an area of population can expect to live from the year in which they were born

literacy rate
a statistical measure of the percentage of adults (over the age of 15) in an area or population that can read and write

M

map
a simplified plan of an area shown from directly above

megacity
a city with a population of more than 10 million people

meltwater
water formed by the melting of snow and ice, especially from a glacier

N

national park
an area of natural beauty that is protected by law for the use of the general public and the protection of the natural environment

non-government organisation (NGO)
any not-for-profit organisation independent of the government that is organised and administered on a local, national or international level; NGOs often rely on the support of donors and volunteers

O

ocean acidification
the ongoing decease in the pH level (a measure of acidity and alkalinity) of the Earth's oceans, caused by the uptake of carbon dioxide from the atmosphere by the water

overlay map
a type of map that uses information on a piece of transparent paper or plastic (known as an overlay) placed over a base map; it is used to show the relationship between features or processes taking place on the Earth's surface

ozone layer
a layer of gases, with a large proportion of ozone, high in the atmosphere that protects the Earth from harmful amounts of the sun's rays

P

physical pollutants
a term used to describe a range of substances (e.g. particles of soil, plastic bags, cigarette butts and other rubbish) that do harm to an environment

plan view
a way of showing something as if the viewer is looking down on it from above; a bird's-eye view

pollution
any substance released into the environment that causes damage

population pyramid
a type of graph that displays the percentage of males and females in a region or population grouped by age

poverty line
the estimated minimum level of income needed to secure the necessities of life, such as food, water and shelter; currently estimated at US$1.90 a day

primary data
data for a geographical inquiry that was collected in the field by the geographer conducting the inquiry (e.g. survey data, hand-drawn maps or photographs)

Q

qualitative data
information that focuses on quality rather than quantity; as such, it is usually someone's opinion and may differ from person to person

quantitative data
any information that can be recorded as numbers (e.g. 'the literacy rate is India is 74 per cent')

R

rainforest
a dense forest area found in tropical regions, with warm temperatures and heavy rainfall

refugee
a person who travels from one country to another country to escape the effects of a natural disaster or conflict, or to avoid persecution

relief
the variations in elevation (height) of areas on the Earth's surface; on maps, the relief of an area (e.g. the hills and valleys) are often shown more clearly by shading rather than by using contour lines alone

rock armour
rocks piled along the coast to protect the shore from erosion

S

salinity
a measure of the amount of salt present in the soil

satellite image
an image of a place taken from satellites orbiting above the Earth's surface

scatterplot
a type of graph that uses two sets of data by plotting points along two axes, the pattern of which shows their correlation; also called a scattergraph or scattergram

sea wall
a solid wall built along the coast to protect the land from erosion by the sea

secondary data
data used for a geographical inquiry that was not collected by the geographer conducting the inquiry (e.g. textbooks, atlases or websites)

services
one of the four ecosystem services; processes that take place in the environment that support life (e.g. seed dispersal and absorption of carbon dioxide by trees and oceans)

sinks
one of the four ecosystem services; processes that take place in the natural environment that absorb waste (e.g. micro-organisms in oceans break down oil spills and bacteria in the soil break down human waste)

sources
one of the four ecosystem services; these are natural products that can be used or converted by humans for use (e.g. wood from trees)

spatial variations
a term used to describe the way built and natural features (e.g. towns, cities, rivers, mountain ranges, farming regions) are arranged on the Earth's surface

sphere of influence
an area in which a foreign power has significant military, political and economic influence or control

spirituality
one of the four ecosystem services; a sense of wellbeing and spiritual connection offered by the environment (e.g. aesthetic appreciation of certain landscapes, deep connections to the land)

spit
a narrow, low-lying tongue of sand or other eroded material attached to the coastline at one end

Sustainable Development Goals (SDGs)
a set of 17 goals developed by the United Nations in 2015 that are designed to end poverty, protect the Earth from unsustainable development, and improve the wellbeing of all people

sustainability
the ongoing capacity of Earth to maintain all life

T

terminus
the end of a glacier

topographic map
a type of map that shows the shape of the land, its relief and landforms

W

water table
the highest underground level at which the rocks and soil in a particular area are completely wet with groundwater

wellbeing
the ability of human beings to access the things they need in order to live happy and healthy lives (e.g. food, water, education, safety and security)

Glossary: History

A

above-ground nuclear testing
the test detonation of nuclear weapons above ground; such tests can cause large amounts of nuclear fallout

Allied Powers
the coalition of countries in opposition to the Axis Powers in World War II; they included Britain, the Commonwealth and France, which were joined by the United States and the Soviet Union in 1941

Allies
the coalition of countries in opposition to the Central Powers in World War I; they included Britain, the Commonwealth, France and Russia, which were joined by the United States in 1917

AM and FM radio
the technology that allows information to be transmitted and received over electromagnetic waves; AM radio creates larger waves, at varied lengths, meaning they can be received from further away; FM radio transmits more consistent waves, which do not travel as far, but create a better sound.

antisemitism
prejudice, hatred or discrimination against Jews

apartheid
a system of racial segregation enforced in South Africa from 1948 to 1994; literally meaning 'the state of being apart'

appeasement
a policy adopted by Britain and France towards Germany from the mid-1930s until 1939; it was designed to avoid a second world war by granting certain allowances to Hitler and the Nazi government

armistice
a formal agreement during a war to stop fighting and discuss making peace

arms race
a situation in which rival countries compete to build and possess the largest military resources; commonly used during the Cold War to refer to the competition between the United States and the Soviet Union to stockpile nuclear weapons

assimilation
in Australian history, the process by which a minority group adopts the language and customs of a dominant population; in the mid-1900s assimilation of Aboriginal and Torres Strait Islander peoples into white society became official government policy in Australia

asylum seeker
a person who has applied for recognition (or sought protection) as a refugee

Axis Powers
the coalition of countries in opposition to the Allied Powers in World War II; they included Germany, Italy and Japan

B

baby boomer
someone born between 1946 and 1964; this was the time when there was a spike in birth rates after World War II (known as a baby boom)

bias
a pre-set view about someone or something that is not altered by the presentation of facts and opinions to the contrary

bipartisan
agreement between two political parties that are usually opposed to each other

Blitz
a term used to describe a period during World War II when major cities across Britain were the target of sustained bombing campaigns by the German air force

Blitzkrieg
a German term meaning 'lightning war'; a military tactic adopted by German forces during World War II that involved launching sudden, intense attacks on enemies using fighter aircraft and tanks followed by the advance of ground troops

boycott
the withdrawal of political, trade and/or other contact with a country or an organisation

C

capitalism
a way of organising a society in which investment in, and ownership of, the means of production (e.g. factories, farms and machinery) are privately owned by individuals or corporations and run to generate profits; as opposed to state-owned and state-controlled systems such as socialism and communism

caricature
a drawing of a person in which certain characteristics are exaggerated to create a grotesque or comedic effect

censorship
the act or practice of banning or limiting access to information, books or ideas that are considered sensitive or damaging

census
a 'head count' or audit of the number of people living in a particular place at a particular time; information collected during a census often includes age, occupation, income, etc.

chronological order
a number of events arranged in the order that they happened

civil rights
the rights belonging to every individual, including civil liberties, due legal process, equal protection under the law and freedom from discrimination

Cold War
the state of political conflict and hostility that existed between the Soviet Union (and its allies) and the United States (and its allies) from 1945 to 1990; it was characterised by threats, propaganda and public competition in such areas as sport and the space race; while there was no direct fighting between the two key protagonists, the tension played out in a number of key conflicts, including the Korean and Vietnam Wars

colonies
countries or areas under the full or partial control of another country, and occupied by colonisers from that country

communism
a way of organising a society in which the means of production (e.g. factories, farms and machinery) are publicly owned (by the state) and goods are distributed equally according to need; as opposed to privately owned and controlled systems, such as capitalism

concentration camps
prisons in which civilians, enemy aliens, political prisoners or prisoners of war are detained under extremely harsh conditions

conscription
the compulsory recruitment of people to serve in the armed forces, often during times of war

convict
a person found guilty of a crime and sentenced by a court to serve some kind of punishment

counter-offensive
a large-scale military operation by a defending force against an attacking enemy force

Crown land
land belonging to the monarch or to the state in a self-governing country that is part of the British Commonwealth

D

decolonisation
the process by which a country that was previously a colony of an imperial power becomes politically independent

demilitarise
to remove all military forces; also, to convert a military force into a civilian one

democracy
a political **system** (or system of government) where the people determine how they will be managed or governed, and may exercise the power to directly govern themselves or elect representatives to govern on their behalf

depression
when economic activity is in decline over the long term

desegregation
the elimination of segregation

developed countries
industrialised countries with well-developed economies and relatively high standards of living that are able to support the needs of their citizens

dictator
a political leader who has complete power over a country, especially one who has gained it using military force

direct action
action that seeks to achieve an end directly and by the most effective means, e.g. by the use of strikes, boycotts and sit-ins

discrimination
treating, or proposing to treat, a person or group unfavourably because of personal characteristics such as their age, race, disability, physical features or political beliefs

dominion
a self-governing nation or state under British sovereignty; British dominions (at various times) included former colonies such as Australia, Canada, India and New Zealand

domino theory
the theory put forward by US President Dwight D. Eisenhower that if one nation in South-East Asia adopted communism, others would follow – just like a row of dominoes topple once the first one is pushed over

E

Eastern Front
the theatre of war between the European Axis Powers, and the Soviet Union and its allies in World War II; it took place in Central and Eastern Europe, and the Baltic and Balkans regions

ecosystem
a complex community made up of living organisms that interact with each other and with their environment; an abbreviation of 'ecological system'

emissions trading scheme (ETS)
a scheme that can play out on both a national and international level which offers incentives to businesses and companies for reducing emissions, or pollution

empathy
the ability to understand another person's point of view, way of life, or decisions by taking their special circumstances and values into consideration

empire
a group of countries and/or areas often speaking different languages and having different cultures, but centrally ruled

Enlightenment
a cultural, philosophical and intellectual movement that took place across Europe during the seventeenth and eighteenth centuries; during this time, thinkers and philosophers questioned beliefs about education, religion, government and society that had been accepted for centuries; Enlightenment thinkers contributed ideas that now form the basis of modern societies and governments around the world

environmentalism
a broad philosophy and social movement concerned with environmental protection

eugenics
the belief in (and practice of) 'improving' the genetic qualities of the human race by discouraging people with 'genetic defects' or 'negative genetic traits' (characteristics) from reproducing and/or encouraging people with 'positive genetic traits' to reproduce

executive
relating to or having the power to put plans or actions into effect

F

fascism
a way of organising a society in which a government ruled by a dictator has complete power over the lives of the people, commerce and industry, and in which any criticism of or opposition to the government is suppressed by force; an extreme form of nationalism

fossil fuel
a fuel made from the decomposed (fossilised) remains of plants and animals that lived millions of years ago (e.g. coal, oil, gas)

Free French Forces
a resistance organisation founded by French General Charles de Gaulle in 1940, committed to fighting the Axis Powers

free settler
a person who leaves their homeland by choice to settle in a new country or colony

G

generation gap
where older and younger people (different generations) do not understand each other because of their different experiences, opinions, habits and behaviour

Geneva Convention
a term used to describe a number of international treaties and agreements that established a code of conduct for all countries during times of war; they outline the rights of prisoners (both military and civilian), and protections for the wounded and for civilians living in and around war zones

genocide
the deliberate and systematic mass killing of people based on their race, ethnicity, religion or culture

ghetto
a section of town or city established by the Nazis during World War II to confine and isolate Jews and other 'undesirables' from the wider population

globalisation
the increasing interconnections between countries all around the world, particularly economic, political, trade and cultural exchanges to decrease the importance of national barriers to the production and trade of goods and services

Great Depression
a period of severe economic downturn between 1929 and 1934 that affected most countries around the world

Green Revolution
a period of research, development and alteration of agricultural techniques that took place between the 1940s and 1960s, most markedly in the developing world, which saw increased global agricultural production

guerrilla
an unconventional method of warfare involving an unseen enemy, surprise and ambush tactics

guerrilla war
a form of warfare in which small and independent groups of combatants (known as guerrillas) take part in non-traditional fighting methods, such as ambushes, sabotages and raids

H

Holocaust
the deliberate and systematic (planned) mass murder of Jews and other 'undesirables' by the Nazis during World War II

home front
those citizens who remain at home during a war

human rights
rights that all human beings possess, regardless of their nationality, place of residence, sex, national or ethnic origin, colour, religion, language, or any other status

hyperinflation
extremely rapid and uncontrolled inflation (price rises); Germany experienced hyperinflation from 1921 to 1924, during which time prices rose so rapidly that money was effectively worthless

hypothesis
a considered opinion, theory or statement, based on research and evidence, about something that has not been proven

I

ideology
a set of beliefs and characteristics that a person or social group adopts; most often, the beliefs form the basis of economic or political theory for the person or group in question

immigration
act of entering and settling permanently in a country or region to which a person is not native

imperialism
the method of extending a country's power and influence through colonisation, use of military force, or other means

Industrial Revolution
the period of rapid development in manufacturing and industry from 1750 to 1900, particularly in Britain

industrialise
to transform from an economy based primarily on agriculture and farming to one based on manufacturing and industry

integration
an immigration policy introduced during the 1960s after the failure of assimilation; integration was based around the belief that new migrants should conform to the attitudes, values and beliefs of the wider society while concealing their traditional cultures and languages

internal combustion engine
an engine that generates power by burning petrol, oil or another fuel with air inside the engine itself

internally displaced person (IDP)
a person who has been forced to flee their home, but who remains within their own country's border

internment
the detention or imprisonment of people (commonly in large numbers) without trial, especially during times of war

J

Japanese home islands
the group of islands forming the country of Japan; this term was commonly used in World War II to define the area of Japan to which its sovereignty and the constitutional rule of the emperor would be restricted

Jazz Age
a period in the 1920s, noted for general prosperity, when jazz music became a major cultural form

K

kamikaze
a Japanese term meaning 'divine wind'; during World War II, Japanese pilots who deliberately crashed their planes into Allied ships were called kamikaze

Ku Klux Klan
a secret society of white supremacists originally formed in the southern states of the United States after the American Civil War to protest against the granting of civil rights to freed Black slaves; the group uses violence and acts of intimidation to achieve its goals

L

land rights
the rights and interests in land and the resources in the land of Aboriginal and Torres Strait Islander peoples; also refers to the struggle for those rights

League of Nations
an international organisation established at the end of World War I to maintain world peace and prevent the outbreak of future wars by encouraging nations to negotiate with one another; the League of Nations had some early successes but ultimately failed in its primary purpose of preventing future wars

liberate
to free a country or a person from the control of somebody or something else

M

mandatory detention
a feature of Australian immigration policy under which all persons entering the country without a valid visa are compulsorily detained, while security and health checks are undertaken and the legitimacy of their claims is decided

migrant
a person who moves from one country or region to another to settle there; this includes both **emigrants** (people leaving a country) and **immigrants** (people entering a country)

militarism
a focus within a country on boosting the strength of the military by

growing the armed forces and increasing spending on military equipment

militia
a fighting force that is made up of non-professional (civilian) fighters

Mission
in Australian history, a settlement established during the nineteenth century (usually by Christian missionaries) to convert Aboriginal and Torres Strait Islander peoples to Christianity and assimilate them into European culture and beliefs

monoculturalism
the practice of actively preserving a single national culture through the exclusion of external influences; it aims to achieve a single, homogeneous society without diversity

moratorium
an anti-war protest intended to make the nation pause and reassess its commitment to the war

multicultural
when several different cultures coexist peacefully and equitably in a single country; a policy of multiculturalism aims to achieve a society in which a range of different cultures are made to feel included, accommodated and protected by law

N

nationalism
a sense of pride in and love of, one's country; also the idea that one nation's culture and interests are superior to those of another nation

native title
the recognition by Australian law that some Aboriginal and Torres Strait Islander peoples have rights and interests to the land that come from their traditional laws and customs; native title overturned the long-held legal position that Australia was *Terra Nullius* ('land belonging to no one') when European settlement occurred

non-renewable resource
a resource that cannot be regenerated once it has been used up (e.g. oil, coal)

O

offensive
a large-scale military operation by an attacking force against a defending enemy force

P

passive resistance
non-violent opposition to authority, including a refusal to cooperate with laws

paternalism
controlling people in a paternal ('fatherly') manner, especially by deciding their needs without allowing them rights or responsibilities

people smugglers
those who arrange for asylum seekers to make a sea voyage to another country in return for a fee

popular culture
music, film, television, sport, etc., that has broad appeal and is international in scope

primary source
a source that existed or was made at the time being studied

propaganda
information or material that attempts to influence the behaviour or opinions of people within a society; propaganda can take many forms (e.g. posters, flyers, advertising campaigns, films) and is designed to promote a cause or course of action and/or damage the cause of an enemy

protection
a government policy introduced in Australia in the 1850s, designed to give the government extensive power over the lives of Aboriginal and Torres Strait Islander peoples (including the regulation of where they lived and worked, who they married and what languages they spoke); under this policy, a number of Reserves and Missions were established around Australia, and many Aboriginal and Torres Strait Islander people were forced to move and live there

pull factors
factors or characteristics that are attractive about a place that a person is considering moving to

push factors
factors or characteristics that are unattractive about a place that a person is considering moving away from

Q

quota
an official limit on the number or amount of people or things that are allowed

R

reconciliation
a term used to refer to the bringing together of Aboriginal and Torres Strait Islanders and non-Indigenous Australians; reconciliation is a process that involves working to overcome past divisions and address inequalities between Aboriginal and Torres Strait Islanders and non-Indigenous Australians

re-education camps
places of harsh punishment established after the communist victory in Vietnam in 1975

referendum
the method for changing the wording of the Australian Constitution; it requires a proposal for change to be approved by the Australian people in a compulsory public vote

refugee
a person who has fled their home country to another country due to a well-founded fear of persecution for reasons recognised by law

remilitarise
to supply a place that has previously been demilitarised with new military resources

reparations
money paid by one country to another as compensation for damage, injuries and deaths it has caused during war

Reserve
in Australian history, a settlement established during the nineteenth century in Australia (usually by colonial powers) to move Aboriginal people away from European-occupied areas, and to assimilate them into European culture and beliefs

reserved occupations
occupations that were considered vital to the war effort at home, such as farming and manufacturing; men working in these occupations were not allowed to enlist in the armed forces

S

satire
the use of humour, irony, exaggeration or ridicule to expose and criticise people, particularly in politics

secondary source
a source created after the time being studied

segregation
in Australian history, the government policy and practice of separating Aboriginal and Torres Strait Islander peoples from European settlers

segregation
in US history, the policy of separating Black American people from white people

self-determination
the right of the people in a particular place to choose the form of government they will put in place and the course of action they will take

siege
a military strategy to weaken an area by cutting it off from the outside world

sitcom
situation comedy; a television show with set characters who, every episode, find themselves in humorous situations

sit-in
a form of non-violent protest where demonstrators occupy a place open to the public, such as a racially segregated lunch counter or bus station, and then refuse to leave

social cohesion
the willingness of members of a community to live together in a peaceful and cooperative way in order to survive and prosper

socialism
a political and economic theory that promotes the public ownership of a nation's resources and means of production (e.g. factories, farms and machinery) by all citizens; as opposed to privately owned and controlled ownership in a capitalist system; under socialism, all citizens share equally in economic resources, as allocated by a democratically elected government

sphere of influence
an area in which a foreign power has significant military, political and economic influence or control

stateless persons
people who are not recognised as nationals by the laws of any country

Stolen Generations
the children of Aboriginal and Torres Strait Islander descent who were forcibly removed from their families by government officials and church Missions in Australia and raised by white Australians; this practice was official government policy from around 1909 to 1969

stormtroopers
the Nazi Party's 'assault division'; it was largely made up of former soldiers from World War I, and used methods of violent intimidation

superpowers
very powerful and dominant nations; especially used during the Cold War era to refer to the United States and the Soviet Union (both nuclear powers, and considered to be most powerful nations on Earth)

surf music
a style of music originating in the United States in the early 1960s, characterised by high-pitched, harmonised vocals and lyrics relating to surfing

sustainability
a concept that relates to the ongoing capacity of the Earth to maintain all life; this means developing ways to ensure the Earth's resources are used and managed responsibly, so they can be maintained for future generations

T

Terra Nullius
a Latin expression meaning 'land belonging to no one'; a principle used by British colonists to justify the occupation of Australia without treaty or payment

theatre of war
an area where important military events take place

Third Reich
third regime, or third empire; the First Reich dated from 962 CE to 1806; the Second Reich was Imperial Germany (1871–1918); and Nazi Germany (1933–45) was described by Hitler as the Third Reich

timeline
a visual representation of time showing a sequence of related historical events in chronological order

Treaty of Versailles
the treaty (binding agreement) that ended World War I; it forced Germany to accept responsibility for starting the war and to pay reparations

U

underground nuclear testing
the test detonation of nuclear weapons underground; when the device being tested is buried at sufficient depth, the nuclear explosion may be contained, with no release of radioactive materials to the atmosphere

United Nations
an international organisation established at the end of World War II to increase political and economic cooperation among its member countries, to promote peace and to prevent the future outbreak of armed conflicts around the world

W

Western Front
a long stretch of land that was marked by trenches and fierce fighting in World War I; the Western Front wove through France and Belgium, from France's border with Switzerland to the North Sea

White Australia Policy
a term used to describe government policies introduced after Federation in 1901 to stop 'non-white' immigrants from settling in Australia, instead favouring those from certain European nations (especially Britain); these policies were overturned from 1949 to 1973

Glossary: Economics and business

A

automation
when work that was once completed manually is replaced with automatic equipment in manufacturing or other production processes

B

balanced budget
when revenue is exactly equal to expenditure

business
activity that involves producing goods or providing services in exchange for money

business processes
a series of tasks or actions that are undertaken by a business to produce its product

C

capital equipment
physical items, such as vehicles, machines and computers, that are used in production

cause-and-effect relationship
the link between what causes an action and the outcome of that action; an appreciation of the fact that events that take place (both short term and long term) are linked and can have impacts on people and places for many years to come

climate change
a change in global or regional climate patterns; in particular, a change apparent from the mid to late twentieth century onwards and attributed largely to the increased levels of atmospheric carbon dioxide produced by the use of fossil fuels

competitive advantage
when a business is able to outperform similar businesses in a market; this may be due to factors such as skilled personnel, and the ability to reduce costs and improve quality

consumer
a person who buys goods or services for personal use

Consumer Price Index (CPI)
a measurement of retail price changes of a constant basket of goods and services

cost–benefit analysis
estimating what will need to be paid (costs) and what possible profits will be derived (benefits) from a business proposal

D

deficit budget
when revenue is less than expenditure

depreciation
a reduction in value of an asset (such as a computer) over time due to wear and tear

depression
when economic activity is in decline over the long term

deregulation
reducing or eliminating government power in an industry to promote better competition in that industry

E

economic growth
an increase in the amount of goods and services produced, per person, within a specific period of time

economics
the study of how people produce, consume and share wealth

economies of scale
producing larger quantities of a good or service that results in reduced unit costs of production

economist
an individual who studies the relationship between the resources that a geographic area (such as a country) has and what it is able to produce

economy
a system that involves the production, distribution, trade and consumption of goods and services by individuals, businesses, organisations or governments

enterprise agreements
agreements made directly between employers and employees about wages and working conditions

expenditure
the amount of money spent by a person, business or government

F

final goods and services
goods and services that are at their furthest stage of production; that is, they will not be used to produce other goods and services

financial year
a yearly period used by accountants and economists; in Australia, the financial year runs from 1 July to 30 June

fiscal policy
the government's management of the federal budget – adjusting expenditure and tax rates to influence the performance of the economy

franchise
a type of business where one party has a legal agreement to use an existing business's name, knowledge, processes and trademarks to sell goods or services

G

G20 nations
a group of nations that are considered important to the global economy due to their size, impact on trade, regional importance or other factors

goods and services
products made for consumers; goods are tangible products that can be touched, such as bread; services are intangible products that cannot be touched but benefit the consumer in some way, such as tutoring

government revenue
income a government receives predominantly from taxes, but also from non-tax sources such as loans and dividends from government-owned businesses

Great Depression
a period of severe economic downturn between 1929 and 1934 that affected most countries around the world

greenhouse effect
where gases, such as carbon dioxide, absorb radiation from the sun's rays, trapping heat in the Earth's atmosphere

Gross Domestic Product (GDP)
the total monetary value of all the goods and services produced by a country over a specific time period (usually a year)

I

import quotas
physical limits placed on the quantity of an imported good that can enter a country

industrialised
a country or region that has developed industries on a wide scale

inflation
an increase in the general level of prices paid for goods and services over a certain period of time

innovation
a new idea or more effective process that makes a product better than it was before

insurance
a guarantee that there will be compensation for loss, damage, illness or death, in return for specified payments

interest rate
the amount a borrower must pay to a lender for the use of money – usually expressed as a percentage of the total amount borrowed

investing
putting money into shares, property or other financial schemes in the hope of making a profit

L

labour market reform
changes in laws and government policies in relation to employment; such reforms aim to increase competitiveness and economic growth while safeguarding against the unfair treatment of workers

labour productivity
the amount of goods or services that a worker produces in a given amount of time

living standards
the level of wealth, material goods, comfort and life necessities available to people living in a geographical area

M

macroeconomic policy
economic policy that affects the whole of the nation, such as budgetary policy and monetary policy; it targets changes that affect the entire economy, e.g. unemployment, economic growth and inflation

market segmentation
dividing consumers into groups based on their common needs and characteristics for marketing purposes

marketing
activities that businesses undertake to promote the buying or selling of products

material living standards
standards that can be easily measured in terms of income per person, or consumption or purchase of goods and services

microeconomic policy
economic policy that affects a particular company, industry or market; it often focuses on promoting competition, productivity and efficiency

monetary policy
actions by the Reserve Bank of Australia that affect the money supply and interest rates

N

natural resources
materials or substances from nature, such as water, forests and fertile land, that can be used in the production of goods and services

non-material living standards
standards that are not easily measured as they are intangible and refer to aspects of our lives such as enjoyment of nature and feeling safe in the community

O

OECD
the Organisation for Economic Co-operation and Development, which consists of 30 member countries that discuss and promote economic and social policy

opportunity cost
what we miss out on when making a choice

outsourcing
obtaining goods or services, which were previously provided by employees from within a business, by contract from a supplier outside of the business

P

positioning
a marketing strategy that aims to create a unique position for a brand or product compared to similar brands or products on the market

product
an item (either a good or service) that is offered for sale

profit
the amount left over after deducting expenses from the revenue received by a business

purchasing power
the financial ability to buy goods and services

R

ratification
the process of a nation's parliament expressly passing legislation that requires it by law to adopt the various rights and responsibilities set out in a treaty

real GDP
the inflation-adjusted value of all goods and services produced in an economy; adjusting GDP for inflation gives a more accurate picture of the true value of what has been produced, without being distorted by changing price levels

recession
when economic growth falls for two or more quarters in a row

S

small business
a business that employs fewer than 20 people, according to the Australian Bureau of Statistics

subsidies
payments by the government or a public body to a producer or industry to support its business and to keep the price of its goods or services low or competitive

surplus budget
when revenue is greater than expenditure

T

tariffs
taxes (usually applied to goods being imported or exported)

trade liberalisation
removing or reducing restrictions or barriers to trade between nations

U

unemployment rate
the percentage of people in the labour force who are actively seeking employment but cannot find work

Glossary: Civics and citizenship

A

absolute majority
the requirement for a candidate (or political party) to win over half the votes to be declared the winner of the electoral division (or form the government)

alliance
an agreement between one or more nations or organisations to work together to achieve a common or mutual interest

asylum
protection or shelter provided by a nation to a person who has been forced to leave their home country due to conflict or political unrest

asylum seeker
a person who has applied for recognition (or sought protection) as a refugee

Australian Constitution
a set of rules and principles that guide the way Australia is governed; its formal title is the *Commonwealth of Australia Constitution Act 1900* (UK)

B

bicameral parliament
a system of government in which the legislature is made up of two houses

bilateral treaty
a legally binding international agreement between two countries

bill
a proposal to implement a new law or change an existing law

budget deficit
a situation where an organisation plans to spend more money in the coming year than it expects to earn (or receive)

C

candidate
a person who puts themselves forward (i.e. stands) to be elected as a member of parliament

carbon tax
polluters being charged a tax to pay per tonne of carbon released into the atmosphere

census
a 'head count' or audit of the number of people living in a particular place at a particular time; information collected during a census often includes age, occupation, income, etc.

citizen
a person who legally lives in a geographical area, such as a town or country

citizenship
a person's status as a citizen; in a wider context, citizenship encompasses the rights and responsibilities that citizens exercise

civics
the study of the rights and responsibilities of citizens and how government works

climate change
a change in global or regional climate patterns; in particular, a change apparent from the mid to late twentieth century onwards and attributed largely to the increased levels of atmospheric carbon dioxide produced by the use of fossil fuels

coalition
two or more political parties that join together in an attempt to win an election and form government

colonising
taking control of a country or territory for financial, political or military gain, e.g. Australia was colonised by Britain

colony
a country or area under the full or partial control of another country, and occupied by colonisers from that country

Commonwealth of Nations
a group of 54 nations that are, or used to be, ruled or governed by the United Kingdom; the head of the Commonwealth is the Queen or King of England

concurrent powers
specific areas of law-making power that are shared by both the Commonwealth and state parliaments, e.g. both the Commonwealth and state parliaments can make laws in the areas of taxation, marriage and divorce, and census and statistics

constitution
a document that outlines the rules and principles that guide the way an organisation, state or nation is governed (or managed)

constitutional convention
a meeting of representatives from the colonies to consider the benefits of, and terms and conditions associated with, creating one central law-making authority

court hierarchy
a ranking of courts in order from lowest to highest according to the seriousness and complexity of the cases it can hear and determine

Crown
the reigning British monarch (currently the Queen)

D

democracy
a political system (or system of government) where the people determine how they will be managed or governed, and may exercise the power to directly govern themselves or elect representatives to govern on their behalf

developing country
a non-industrialised (i.e. largely agricultural) country with a relatively fragile economy and a low standard of living that is not always able to support the needs of its citizens

discriminated
when a person or group is treated unfavourably because of personal characteristics such as their age, race, disability, physical features or political beliefs

diversity
having many different forms; when referring to people, diversity means that people come from different racial, ethnic, socio-economic, geographical, educational or professional backgrounds

double majority
a voting system that requires a majority of all Australian voters, and a majority of voters in a majority of states (i.e. at least four states) to vote in favour of a proposal for change to the constitution

E

electoral division (or electorate)
a geographical area containing a specified number of people who can vote in an election

Emissions Trading Scheme (ETS)
businesses having to pay for emitting carbon dioxide above the government's set limit; if a business emits carbon dioxide below the limit, it receives a credit that can be purchased by other businesses that have emitted carbon dioxide above the limit

exclusive powers
specific areas of law-making power in which only the Commonwealth Parliament can make law; e.g. only the Commonwealth is able to make laws in the areas of currency, defence, and customs and excise duties

executive power
the power to administer or implement the law, held at federal level by the Governor-General (as the Queen's representative), and the prime minister and senior ministers

F

federal budget
the federal government's estimate of how much money the government expects to receive in the coming year and how they plan to spend it

federal parliamentary system
a political system where the responsibility to make or change laws is shared by one national (or federal) parliament and several state parliaments

federation
a union or joining of independent states (or colonies) to create one central law-making authority

Federation Day
1 January 1901; the day the six separate British colonies united to form one Australian nation with a federal system of government consisting of the newly created Commonwealth Parliament and the six state parliaments

foreign aid
assistance in the form of money, skills, goods and services transferred from one country to another, mainly for humanitarian reasons

fossil fuels
fuels made from the decomposed (fossilised) remains of plants and animals that lived millions of years ago (e.g. coal, oil, gas)

freedom of assembly
the right of individuals to peacefully gather together to form a group or association to pursue a common goal

freedom of political communication
the right of Australians to exchange information or discuss political issues without fear of being charged and punished by the government

freedom of speech
the right of individuals to publicly express their views and opinions (provided these statements are not false, hateful or cause harm) on a range of political issues without fear of being punished by the government

G

Gaia hypothesis
the theory that the Earth is a single, interconnected, self-contained system

globalisation
the process that involves all the countries of the world being linked together, resulting in an exchange of views, ideas, products and culture

government
the elected members of parliament who make decisions for a nation or state; the government is made up of the party or coalition that has won a majority of seats in the lower house of parliament

Governor
the Queen's representative at state level

Governor-General
the Queen's representative in the Commonwealth Parliament

greenhouse gas
a gas, such as carbon dioxide, that absorbs radiation from the sun's rays, trapping heat in the Earth's atmosphere

H

House of Representatives
the lower house of the Commonwealth Parliament

human rights
basic freedoms or standards that promote and uphold the dignity of all people and are guaranteed by a moral sense of duty or by the law

humanitarian
concerned with or seeking to promote the welfare of humans

humanitarian crises
events that cause, or threaten to cause, significant harm and suffering to a community or nation; e.g. armed conflicts, global pandemics and natural disasters (such as earthquakes, volcanic eruptions and cyclones)

I

implied rights
rights that are not expressly stated in the Australian Constitution but

are considered to exist through interpretation by the High Court

independent candidate
an individual who stands for election, but does not belong to a political party

infrastructure
the facilities and services necessary for any community, city or country to function (e.g. buildings, electricity, roads, airports and water supply)

international legal obligations
rights, responsibilities, terms and conditions of international treaties that a nation has legally committed to upholding through ratifications

J

judicial power
the power to interpret and apply and the law to settle disputes, held by the courts; this allows the courts to enforce the law and settle disputes

judiciary
a legal term used to describe the courts and judges (which have the power to interpret and apply the law)

L

legislative power
the power to make the law, held by parliament

liberal democracy
a political system that aims to protect a range of basic human rights and values that advance the well-being of individuals

living standards
the level of wealth, material goods, comfort and life necessities available to people living in a geographical area

M

media
organisations and forums that communicate news and information to the public, such as newspapers, magazines, and television and radio broadcasters (often referred to as 'traditional media'), and online websites and social media apps (such as Facebook, Twitter and Instagram)

multiculturalism
the idea that several different cultures can coexist peacefully and equitably in a single country

multilateral treaty
a legally binding international agreement between three or more countries

O

ozone layer
a layer of gases around the Earth that protects us from excessive harmful ultraviolet radiation from the sun

P

parliament
a formal assembly where elected representatives gather together to discuss political issues and make laws

pluralist society
a diverse society where there is tolerance of different beliefs

political party
a group of people with similar views and ideas about how a country, state or territory should be managed or governed

preamble
a short introduction, commonly provided at the beginning of an Act of Parliament (or a Constitution), which explains its broad aims and objectives

Prime Minister
the leader of the party that forms the government

provincial level of government
an intermediary (or secondary) tier or level of government; in Indonesia, for the purposes of governing, the nation is divided into 34 provinces or subdivisions

R

ratification
the process of a nation's parliament expressly passing legislation that requires it by law to adopt the various rights and responsibilities set out in a treaty

reconciliation
the bringing together of Aboriginal and Torres Strait Islanders and non-Indigenous Australians; it involves working to overcome past divisions and address inequalities between Aboriginal and Torres Strait Islanders and non-Indigenous Australians

referendum
the method for changing the wording of the Australian Constitution; it requires a proposal for change to be approved by the Australian people in a compulsory public vote

representative government
a system of government (or political system) in which the people elect members of parliament to make laws and manage the country on their behalf; also called representative democracy

republic
a system of government in which the power lies with a group of elected officials rather than a king or queen

residual powers
areas in which the only the state parliaments can make law, e.g. law and order, education, health and public transport

responsible government
the requirement that the government must be accountable or answerable to the people for its actions and decisions, and that members of the government must carry out their duties in an honest manner or resign

royal assent
the formal signing and approval of a proposed law (called a bill) by the Queen's representative (the governor-general), after which the proposal becomes law (also known as a statute or legislation)

rule of law
the principle that everyone in society is bound by law and must obey the law, and that laws should be fair and clear, so people are willing and able to obey them

S

self-determination
the right of the people in a particular place to choose the form of government they will put in place and the course of action they will take

Senate
the upper house of the Commonwealth Parliament

Senator
a representative who is elected to the upper house of the Commonwealth Parliament

separation of powers
the principle of government that ensures no single group or body within the parliamentary system – i.e. neither the government, the parliament nor the courts – can administer the law, make the law, and interpret and apply the law

signatory
a country that has signed an international treaty to demonstrate its intention to adopt the treaty and incorporate it into their law at a later date

social cohesion
a term used to describe the willingness of members of a society (or community) to live together in a peaceful and cooperative way in order to survive and prosper

specific powers
areas in which the Commonwealth Parliament has the power to make law, e.g. defence, currency, and marriage and divorce

Stolen Generations
the children of Aboriginal and Torres Strait Islander descent who were forcibly removed from their families by government officials and church Missions in Australia and raised by white Australians; this practice was official government policy from around 1909 to 1969

T

tariff
a tax (usually applied to goods being imported or exported)

treaty
a formal document, signed by nations or international organisations, that legally requires them to follow the conditions set out in the document (also known as a convention, protocol or covenant)

U

unicameral parliament
a system of government in which the legislature is made up of one house

United Nations
an international organisation formed in 1945 with the aim of increasing political and economic cooperation among member countries

W

Westminster parliamentary system
the British parliamentary system, upon which the Australian parliamentary system is modelled

White Australia Policy
a term used to describe a series of government policies introduced after Federation in 1901 that prevented 'non-white' immigrants from settling in Australia, instead favouring those from certain European nations (especially Britain); these policies were progressively overturned between 1949 and 1973

INDEX

A

Abbott, Tony/Abbott government 418
Aboriginal and Torres Strait Islander peoples
  achievements in art, literature, science and sport 340–2
  Australia's international obligations to 585, 586
  Closing the Gap 158, 371, 373, 538
  Constitutional recognition 562
  health improvements 212
  and *Little Children are Sacred* report 363, 372–3
  management of coastal places 106–7
  military service 307–8, 338, 342
  protection, assimilation and segregation 253, 330–2
  Stolen Generations 158, 333–4, 339, 346–7, 363, 367–8, 370–1, 538
  towards reconciliation 341, 362–3, 366–73, 538
  wellbeing 134, 158–9, 212–13
Aboriginal and Torres Strait Islander rights 345, 354–7
  1967 referendum 356–7, 362, 537, 560
  after Federation 331
  land rights 354, 358–61, 362, 374–5
  native title 357, 359–61, 537, 538
  and *Terra Nullius* proclamation 330, 360, 535
  Wave Hill Walk-off 354–5
Aboriginal Land Rights Act 1976 358, 359, 362, 374
Aboriginal Protection Boards 330, 335, 339
Aboriginal Reserves and Missions 330–1, 335
air pollution 42–3, 60, 61
Allies 232, 260, 276
Amazon rainforest 68–9, 76–7, 78–9
antisemitism 262, 265, 266, 278, 281, 296
assimilation policy 253, 330, 331–2, 409
assisted migrants 390, 396
asylum 508, 578
asylum seekers 217, 390, 414–21, 580, 585
atmosphere 39, 42–3, 120
atomic bombings 286–90
Australia
  civil rights movement 345, 354–75
  economic growth 466–7
  fear of Japanese invasion 294–5, 395
  foreign aid 204–5, 577, 579
  and the Great Depression 254–5
  increasing bushfire risk 65
  increasing ties with Asia 405
  Japanese attacks on 272–3
  migration debate since 1980 411–21, 438
  multicultural Australia 388, 409–10, 432–7, 518, 548–9
  postwar migration 316–17, 318, 391, 395–9
  postwar relationship with Japan 318–19
  poverty 157, 476–7
  reconciliation/reconciliation movement 341, 362–3, 366–73
  rural–urban divide 156, 211
  social and economic changes following the war 315–16
  wellbeing 155–7, 210–11
  White Australia Policy 243, 345, 388, 390, 402–3, 404–9
Australian Constitution 522, 525, 537, 564–6, 556–60
Australian Freedom Riders 353, 355–6
Australian propaganda posters 234, 241, 273, 320–1
Australia's democratic society 542–7
Australia's system of government 518–23, 542–3
Axis Powers 266, 269, 270, 271

B

Bangladesh 111, 207
beach nourishment 103, 117
bicameral parliament 524
bills (proposed laws) 528
biodiversity loss 52, 54–5, 56–8, 89, 98–9
biomes 52, 53
bipartisanship 362, 410
Black Lives Matter demonstrations 536, 585
Blitzkrieg tactics 267, 269, 275
boat people 390, 414, 416–17, 426–7
breakwaters 96, 102
Bringing Them Home report 333–4, 369
budgetary policy 478–9
bus boycott, US 349, 352
bushfires, increasing risk in Australia 65
business success, innovation for 498–501
businesses 453, 488–91, 494–7

C

Calwell, Arthur 316, 395, 398, 403
cartograms 22, 136–7, 190
cause and effect 224, 231–2, 477
census 155, 157, 160, 400–1, 537
Chifley government 395, 438
child migrant scheme 396–7
'Children overboard' affair 414–15
China 178, 405, 412
Chinese migrants 389, 390, 402
civil rights 335, 345
  Australian civil rights movement 345, 354–75
  US civil rights movement 348–51
climate change 10, 38, 55, 64–5, 574, 578
  Greta Thunberg's School Strike for Climate 68
  impact on coastal environments 92–5
  and living standards 482–3
Closing the Gap report 158, 371, 373, 538
coastal ecosystems 93, 98–9
coastal environments
  Aboriginal management 106–7
  change in 88–9, 96–7, 116–17
  monitoring using spatial technologies 118–19
  natural processes 90–1, 102–3
  population growth impact 96–7
  protecting 104–5
Cold War 286, 392, 406
Commonwealth (federal) government 519, 527
Commonwealth of Nations 434, 576
Commonwealth Parliament 524–8, 558, 559
communism 243, 262, 392
  and conflict in Asia 406–7
  fear of 405–7, 422
competitive advantage 488–91
concentration camps 282, 283
conflict 182–5
conscription 264, 298–9, 307, 423
constitutional conventions 524, 557
Consumer Price Index (CPI) 459
consumers 458, 488–90
coral reefs 98–9
cost–benefit analysis 453
COVID-19 pandemic 190, 461, 479, 536
the Crown 524, 525, 528
Cummeragunja Station 335–6, 338, 339
Curtin, John 299, 314, 395

D

Darwin, Japanese bombing of 272–3
deforestation 54, 68–9, 76–9
democracy 243, 514, 536–9
Democratic Republic of the Congo 140–2, 144, 147
developed countries 177, 388
developing countries 539
  COVID-19 pandemic 190
  fertility rates 179
  gender inequality 187
  population trends 177
  UN development programs 202
digital elevation models (DEM) 22, 118
discrimination 574, 583
displaced persons 183, 390, 411, 425–9
diversity 433, 436, 514

E

Eastern Front 269, 275
economic depression 457
economic factors, and inequalities in wellbeing 166, 172–5, 189–90
economic growth 456–7, 466–7, 556
economic migrants 390, 394, 398
ecosystem decline 41, 52–3
ecosystem services 44, 48, 98, 168
ecosystems 38, 49, 56–8
education
  contrasts in 146–7
  inequalities 186, 210
  and wellbeing 133
environmental change 38–9, 77, 83, 100–1
  assessing 122–3
  changes to the atmosphere 39, 42–3
  changes to the land 38, 40–1
  changes to water 39, 44–7
environmental protection 578, 583
erosion 91, 96, 108
eugenics movement 265, 280
Europe
  borders after Treaty of Versailles 261
  course of the war in 267–9
  end of the war 275–6
evidence 225, 244, 397, 414

F

fascism 262, 345
federal budget 478–9, 529
federal government 519, 529
federal parliamentary system 518–19
Federation 331, 525, 556
fertility rates 179–80
fieldwork 15, 116–17
fiscal policy 478
food security 168, 169, 203, 215
foreign aid from Australia 204–5, 577, 579
fossil fuels 39, 584, 594
Fraser, Malcolm/Fraser government 358, 359
freedom of political communication 566, 568

freedom of speech 520, 566
Freedom Riders 350–1, 353, 355–6

G

Ganges River 63
gender inequality 179–80, 186–8
Geneva Convention 310
genocide 243, 282
geographic information systems (GISs) 118, 119, 137
Germany
  Adolf Hitler 262–3, 264–6, 276, 280–1
  Great Depression 262, 265
  Nazi Party 262, 263, 265, 266, 280–5, 296
  paying reparations 232, 249, 251, 260
  racial policies 262, 265, 266, 278, 280–1
  resentment to terms of the treaty 249, 260, 262–3, 266
  Third Reich 262–3
  and war in Europe 267–9, 275–6
ghettos 281, 282, 284
Gillard, Julia/Gillard Government 417, 433, 438
glaciers, retreating 66–7
global positioning systems (GPS) 79, 118
global warming 482, 483
globalisation 243, 514
goods and services 456, 488
Google Earth 59, 79
government revenue 478, 479
government(s) 514
  Australia's system of 518–23
  corruption 192
  environmental policy 482–3
  gender inequality 188
  Indonesia's system of 530–3
  upholding basic human rights 543
Governor-General 525, 528
Great Barrier Reef, climate change effects 94–5
Great Depression 254–5, 262, 265, 338, 390, 457
greenhouse gas emissions 482, 578, 584
greenhouse gases 64
Gross Domestic Product (GDP) 134, 140, 453, 456–7, 465
groynes 96, 102
guerrilla war 406, 423
Gurindji people 354–5, 358

H

Hawke, Bob/Hawke government 362, 411, 412
health
  contrasts in 143–5
  improvements, Aboriginal and Torres Strait Islander peoples 212
  inequalities, Australia 210
  and wellbeing 132
High Court of Australia 562, 564–8
Hiroshima, bombing of 277, 286, 288–9
Hitler, Adolf 264–6
  death of 266, 276
  during World War I 264–5
  as *Führer* 265
  and the Holocaust 280–5
  key influences and ideas 265, 278, 280
  rise to power 262–3, 265–6
  speeches and failure of appeasement 278–9
  writes *Mein Kampf* 265, 280
Ho Chi Minh 423
Holocaust 243, 280–5, 296
home front 227, 300–6
House of Representatives 525, 526
Howard, John/Howard government 363, 367–8, 411, 413–15
Human Development Index (HDI) 136, 150, 151, 166, 204
human rights 191–2, 202, 343, 574
  agreements 578
  Australia's performance 585, 586
  strengthening 577–8
  upheld by Australian law 543
  see also Universal Declaration of Human Rights
humanitarian aid 203, 577
humanitarian crisis 576, 579
hypothesis 227

I

immigration *see* migration
Immigration Restriction Act 390, 402, 404
import quotas 481
improving wellbeing 200–1, 210–15
income taxes 451
India
  air pollution 42–3
  food security 169, 215
  improving wellbeing 214–15
  rural–urban divide 152–5
  variations in wellbeing 150–1, 152–4
Indonesia 530–3
inequalities in wellbeing
  Australia 210–11
  economic factors 166, 172–5, 189–90
  environmental factors 166, 168–71
  historic factors 166
  political factors 166, 182–5, 191–3
  social factors 166, 176–80, 186–8
  why they occur 166–7
infant mortality rates 143, 179
inflation 458–9, 464–5, 478
infrastructure 151, 556
innovation 494–501
Integrated Coastal Zone Management (ICZM) 110–13
integration policy 409
interest rates 453, 458
internally displaced persons (IDPs) 183, 425
international legal obligations 582–5
invasive species 52–3, 89
investing 453
irrigation 44, 168
Italy, World War II 266, 268, 275

J

Japan
  atomic bombs dropped on Hiroshima and Nagasaki 277, 286, 288–9
  demographic change 194–5
  and the Pacific War 272–4, 276–7, 286–95
  postwar relationship with Australia 318–19
  and the Potsdam Declaration 286, 289
  rise of nationalism and militarism 261
  United States forces drive towards 277, 287
Japanese
  attack on Pearl Harbor 271, 272
  attacks on Australia 272, 273
  Battle for Australia 294–5
  Kokoda campaign 277, 291–3
  turning points of the war 273–4, 276–7
Jews, Nazi persecution of 280–5, 296
judicial power 522

K

Keating, Paul/Keating government 366, 412, 414
King, Dr Martin Luther, Jr. 351, 352–3
Kokoda campaign 273, 277, 291–3
Korean Peninsula conflict 406
Ku Klux Klan 350

L

labour force 460, 475
labour market reform 481
labour productivity 475, 496
land degradation 40–1
land reclamation 96–7
land rights 354, 358–61, 374–5
law-making powers, parliaments 524, 525, 558
League of Nations 250, 260, 261
legislative power 522
liberal democracy 520
life expectancy 136, 143, 177, 354
literacy rates 134, 146
Little Children are Sacred report 363, 372–3
living standards 456, 457, 458, 470–85, 518
  improving 478–81, 576, 579
lower house 525, 526

M

Mabo, Eddie 359, 360, 537
Mabo decision and Native Title Act 359–60, 537, 538
macroeconomic policy 478–80
'Malaysia Solution' 417–18
mandatory detention of asylum seekers 412, 414, 416
mangroves 93, 99
Manus Island detainees 414, 417, 419
mapping data 160–1
marketing 489, 494–5
megacities 96, 154
Menzies, Robert/Menzies government 198, 395, 404, 423
migrants 388–90, 400
migration 243
  and global relations 434–5
  impact of Vietnam War on 422–4
  push and pull factors 392, 393
migration debate since 1980 411–21, 438
  'boat people' 319, 414, 416–17, 426–7
  mandatory detention 412
  refugee settlement deal with the US 418–19
  Vietnamese refugees 411
migration experiences 384–441
  Australia as a nation of immigrants 388–91
  influence of world events 392–4
  and postwar construction 398–9
  postwar migration 316–17, 318, 391, 395–9
  pre-World War II migration 390
militia 273, 298, 556
Missions 330–1, 332
Montgomery bus boycott 349, 352

Morrison, Scott/Morrison government 578
multicultural Australia 388, 409–10, 432–5, 518, 548–9
multiculturalism 411–12, 413, 432–3, 548

N

Nagasaki, bombing of 277, 286, 288–9
nationalism 261, 278, 402
native title 357, 359–61, 537, 538
natural coastal processes 90–1, 102–3
natural resources 170–1, 475
Nauru detainees 414, 417, 419
Nazis/Nazi Party 262–6, 280–5
New Guinea, Kokoda campaign 273, 277, 291–3
North Africa, war in 268–9, 270
Northern Territory National Emergency Response ('the Intervention') 363, 372–3

O

OECD Better Life Index 472–3
'Operation Sovereign Borders' 418–19
opportunity cost 453
outsourcing 489
ozone layer 39, 43

P

'Pacific Solution' 414, 420
Pacific War 271, 272–3, 276–7
  atomic bombings 277, 286–90
  Battle for Australia 294–5
  Kokoda campaign 277, 291–3
parliaments 514, 518, 524–9, 531
Pearl Harbor, Japanese attack on 271, 272
people smugglers 416–17
Perkins, Charles 353, 355, 364–5
'PNG Solution' 418
pollution 38, 42–3, 60–3
'populate or perish' immigration policy 316, 395, 438
population growth 96–7, 179–81
poverty 136, 146
  Australia 156, 476–7
  Democratic Republic of Congo 140
  India 150, 151, 152–3
PQE method 24–5
prisoners of war (POWs) 310–11
propaganda 234, 243, 262, 263, 300, 320–1
propaganda posters, analysing 234, 241–2, 273, 320–1

Q

qualitative data 25
quantitative data 25
the Queen 525, 528

R

racial discrimination 348–51, 355–6, 583
recessions 457, 479
reconciliation 341, 362–3, 538
reconciliation movement 369–73
  apology to Stolen Generation 363, 370–1, 538
  Little Children are Sacred report 372–3
referendums 243, 559
  1967 referendum 356–7, 362, 537, 560
refugees 390, 414, 585
  and conflict 183, 394
  postwar 316–17
  Vietnamese 411, 425–9
  wellbeing 184–5, 216, 217
reparations 232, 249, 251, 260
rising sea levels 92–3, 95
Rudd, Kevin 417, 438
  apology to Stolen Generation 158, 363, 370–1, 538

S

salinity management 40, 72–5
sand mining 108, 124
SBS and the *Thoi Su* controversy 430–1
sea walls 88, 96, 102
segregation policy 330, 332, 348–51
Senate 515, 526–7
separation of powers 522–3
SHEEPT method 23
significance 225, 235, 311, 335, 360, 398, 434–5
Singapore
  fall of 272
  importance of location 173
  land reclamation 97
small businesses 453, 480, 492–3
soil erosion 38, 40
South Vietnam 422, 424
Soviet troops 269, 275, 276
spatial technologies 22, 79, 118–19
spatial variations 120–1, 156
state (colonial) parliaments 524, 525, 529, 558
stateless people 216–17, 425
Stolen Generations 212, 333–4, 339, 346–7
  Howard's rejection of an official apology 367
  Rudd's apology to 158, 363, 370–1, 538
sustainability 9, 80–1, 215
Sustainable Development Goals (2015–2030) 200–1, 574–5
Syria, impact of conflict 183, 192

T

Tampa crisis 414, 420–1
tariffs 481, 556
technology 189–90, 461
TEEL 245
Terra Nullius 330, 360, 537
Third Reich 243, 262–3
trade routes, access to 172–3
treaties 539, 582–3
Treaty of Versailles 232, 248–9, 251, 260–1
  German resentment of 249, 260, 262–3, 266

U

unemployment 254–5, 461,462–3
unemployment rate 453, 460, 461, 464
United Nations (UN) 202–3, 317, 574
  Australia's involvement with 539, 574–5
  endorses establishment of Jewish state 284
  peacekeeping operations 576–7
  Sustainable Development Goals (2015–2030) 200–1, 574–5
United Nations High Commissioner for Refugees (UNHCR) 425, 427
United Nations Human Rights Council (UNHCR) 585, 586
United States
  and Australia 314
  civil rights movement 348–51
  drops atomic bombs on Hiroshima and Nagasaki 277, 286, 288–9
  enters the war 271
  and Japanese attack on Pearl Harbour 271, 272
  Japanese campaign 277, 287
  refugee resettlement deal with 418–19
  service personnel based in Australia 300, 307, 315
  in Vietnam War 422–3, 424
Universal Declaration of Human Rights 191–2, 202, 284, 343–5, 539, 578
upper house 525, 526–7

V

Viet Cong troops 423, 424, 425
Vietnam War 407, 411, 416, 422–4

W

water pollution 44–5, 60, 62–3
water security, variations in 168
Wave Hill Walk-off 354–5
wealth 132, 140–1
wellbeing
  for Aboriginal and Torres Strait Islander peoples 134, 158–9
  in Australia 155–7
  and Bhutan's Gross National Happiness 135
  in Chile and Australia 473
  common indicators 134
  defining 132–3, 200, 472
  and education 133, 146–7
  exploring links between 138–9
  and health 132, 143–5
  investigating at the local scale 160–1
  of stateless people 216–17
  variations in India 150–1, 152–5
  and wealth 132, 140–2
White Australia Policy 243, 345, 388, 390, 402–3, 404–9, 538
Whitlam, Gough/Whitlam government 355, 358, 359, 407–8, 410
Wik decision 360–1
women
  changing role, home front 304–6
  discrimination against 583
  join the services, WWII 304
World War I and Treaty of Versailles 232, 248–9, 251, 260–1
World War II (1939–1945) 256–323
  Aboriginal and Torres Strait Islander peoples 307–8, 338, 342
  Australian commitment to the war 298–9
  causes 260–3
  course of the war in Asia and the Pacific 271–4, 276–7, 286–93
  course of the war in Europe 267–9
  end of the war 275–7
  Holocaust 280–5, 296
  home front 227, 300–6

Y

Yirrkala bark petitions 374–5
youth unemployment 462–3

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Chapter 5: Alain Le Garsmeur China Archive/Alamy Stock Photo, p. 178 source 5; ton koene/Alamy Stock Photo, p. 187 source 19; blickwinkel/Alamy Stock Photo, p. 189 source 22; Newscom/Alamy Stock Photo, p. 167 source 3; Wayne HUTCHINSON/Alamy Stock Photo, p. 177 source 3; Yadid Levy/Alamy Stock Photo, p. 177 source 4; AP Photo/Ben Curtis, p. 168 source 4; Boris Roessler/dpa/Corbis, p. 184 source 15; Chris Hondros/Getty Images, p. 171 source 7; Frans Lemmens/Getty Images, p. 174 source 10; Jorge Bernal/Getty Images, p. 175 source 12; Olasunkanmi Ariyo/Getty Images, p. 177 source 2; Jay's photo/Getty Images, p. 180 source 9; Kevin Sieff/The Washington Post/Getty Images, p. 185 source 16; CHARLES LOMODONG/AFP/Getty Image, p. 191 source 24; Jiji Press/AFP/Getty Images, p. 194 source 27; Thomas Trutschel/Photothek/Getty Images, p. 164 source 1; David Rose/PANOS, p. 180 source 8; Shutterstock, p. 166 source 2; p. 173 source 9; p. 189 source 21; p. 193 source 26; p. 194 background.

Chapter 6: dpa picture alliance/Alamy Stock Photo, p. 206 source 11; Photononstop/Alamy Stock Photo, p. 125 source 6; Bruce Miller/Alamy Stock Photo, p. 212 source 3; Karen Kasmauski/Science Faction/Corbis, p. 207 source 13; DFAT, p. 205 source 9; Eurostat, p. 217 source 9; Foter, p. 203 source 6; WALTER ASTRADA/AFP/Getty Images, p. 202 source 4; MSF, p. 198 source 1; Photo Shelter, p. 215 source 7; Reuters/Temilade Adelaja, p. 200 source 2; United Nations, p. 201 source 3; United Nations, p. 201 source 3; Shutterstock, p. 216 source 8, p. 208 source 14, p. 210 top left, p. 211 source.

Chapter 7: ClassicStock/Alamy Stock Photo, p. 220; IanDagnall Computing/Alamy Stock Photo, p. 225 source 3; Pictorial Press Ltd/Alamy Stock Photo, p. 225 source 3; Chronicle/Alamy Stock Photo, p. 224 source 1; Shawshots/Alamy Stock Photo, p. 241 source 28; mccool/Alamy Stock Photo, p. 232 source 12; Ammentorp Photography/Alamy Stock Photo, p. 228 source 4; Ivan Cholakov/Alamy Stock Photo, p. 235 bottom; Australian War Memorial, p. 242 source 29; AWM, p. 234 source 14; AWM, p. 234 source 15; AWM, p. 236 A, AWM, p. 240 source 27, AWM, p. 240 source 27; Bettman/Getty Images, p. 227 source 3; Sunset Boulevard/Corbis/Getty Images, p. 236 B; Fairfax, p. 233 source 13; NLA/Ken Middleton, p. 222 source 1; Shutterstock, p. 226 source 2, p. 238 source 23, p. 243 bottom left.

Chapter 8: Zoltán Csipke/Alamy Stock Photo, p. 246 source 1; Trinity Mirror/Mirrorpix/Alamy Stock Photo, p. 251 source 6; Pictorial Press Ltd/Alamy Stock Photo, p. 250 source 4; Advertising Archives, p. 252 source 7; Hulton-Deutsch/Getty Images, p. 248 source 1; Kirn Vintage Stock/Corbis/Getty Images, p. 253 source 8; Fairfax, p. 254 source 9; News Ltd/Newspix, p. 255 source 12.

Chapter 9: AAP/Rocky Roe, p. 293 source 21; AAP/Eugene Hoshiko, p. 319 source 32; Science History Images/Alamy Stock Photo, p. 260 source 2; CPA Media Pte Ltd/Alamy Stock Photo, p. 287 source 12; Granger Historical Picture Archive/Alamy Stock Photo, p. 266 source 8; Niday Picture Library/Alamy Stock Photo, p. 267 source 9; Album/Alamy Stock Photo, p. 268 source 11; Alpha Stock/Alamy Stock Photo, p. 277 source 23; World History Archive/Alamy Stock Photo, p. 282 source 5; PJF Military Collection/Alamy Stock Photo, p. 286 source 10; llstar Picture Library Ltd./Alamy Stock Photo, p. 322 source 36; Niday Picture Library/Alamy Stock Photo, p. 274 source 19; AKG, p. 282 source 4; Australian War Memorial, p. 259 middle; AWM, p. 268 source 12; AWM, p. 292 source 18; AWM, p. 294 source 23; AWM, p. 298 source 3; AWM, p. 299 source 5; AWM, p. 307 source 16; AWM, p. 308 source 17; AWM, p. 309 source 18; AWM, p. 310 source 19; AWM, p. 311 source 21; AWM, p. 313 source 25;

AWM, p. 301 source 7; AWM, p. 300 source 6; AWM, p. 301 source 8; AWM, p. 302 source 9; AWM, p. 315 source 27; AWM, p. 316 source 29; AWM, p. 320 source 33; AWM, p. 294 source 22; Bridgeman, p. 263 source 6 middle left; Fairfax, p. 314 source 26; Bettman/Getty Images, p. 258 source 1 top; Bettman/Getty Images, p. 258 source 1 bottom left; Sean M. Haffey/Getty Images, p. 258 source 1 bottom right; Heinrich Hoffmann/ullstein bild/Getty Images, p. 259 top left; Getty, p. 259 top right; Bettman/Getty Images, p. 262 source 5; Daily Herald Archive/SSPL/Getty Images, p. 268 source 10; Berliner Verlag/Archiv/picture alliance/Getty Images, p. 269 source 13; Popperfoto/Getty Images, p. 256 source 1, p. 276 source 21; Keystone-France/Gamma-Keystone/Getty Images, p. 278 source 24; Hulton-Deutsch Collection/CORBIS/Getty Images, p. 281 source 2; Hulton-Deutsch Collection/CORBIS/Getty Images, p. 284 source 8; CORBIS/Getty Images, p. 287 source 11; John van Hasselt/Sygma/Getty Images, p. 290 source 16; H Miller/Getty Images, p. 296 source 30; Bettman/Getty Images, p. 298 source 2; Hulton Deutsch/Getty Images, p. 305 source 14; Newspix, p. 302 source 10; Newspix, p. 303 source 11; NAA, p. 320 source 34; NLA, p. 317 source 30; Sylvian Grandadam, p. 315 source 28; Shutterstock, p. 280 source 1, p. 285 source 9, p. 289 source 15, p. 289 bottom, p. 292 source 20, p. 309 bottom.

Chapter 10: Dom Slike/Alamy Stock Photo, p. 324 source 1; Robert Maass/CORBIS, p. 10.7 source 8; Joseph Sohm/Visions of America/Corbis, p. 10.8 source 9; Fairfax, p. 10.10 source 13; Fairfax, p. 10.13 source 15; Gary Leonard/Corbis/Getty Images, p. 10.4 source 4; dpa/picture alliance/Getty Images, p. 10.5 source 5; Bettmann/Getty Images, p. 10.6 source 6; News Ltd/Newspix, p. 10.13 source 14; NASA, p. 10.6 source 7.

Chapter 11: Action Plus, p. 369 source 6; vint2/Alamy Stock Photo, p. 351 source 6; The Australian Abo Call, p. 338 source 14; AAP, p. 374 source 15; AAP Image/James Ross, p. 377 source 18; AAP Image/James Ross, p. 377 source 18; Araluen Arts Center/Corbis, p. 340 source 16; Kym Smith/Newspix, p. 326; News Ltd/Newspix, p. 328 top; Fairfax, p. 341 source 17; Stuart MacGladrie/Fairfax, p. 345 source 23; Fairfax, p. 356 source 13; Fairfax, p. 356 source 14; Fairfax, p. 358 source 16; Fairfax, p. 359 source 17; Fairfax, p. 360 source 19; Fairfax, p. 363 source 21; Fairfax, p. 366 source 1; Fairfax, p. 367 source 3; Fairfax, p. 369 source 5; Fairfax, p. 371 source 10; Jim Pavlidis/Fairfax, p. 377 source 19; Stefan Postles/Getty Images, p. 329 top; John van Hasselt/Sygma/Getty Images, p. 333 source 7; John van Hasselt/Sygma/Getty Images, p. 334 source 10; Bradley Kanaris/Getty Images, p. 341 source 18; Time & Life Pictures/Getty Images, p. 343 source 20; AFP/Getty Images, p. 348 source 2; Bettman/Getty Images, p. 348 source 1; Bettman/Getty Images, p. 349 source 3; Universal History Archive/UIG/Getty images, p. 349 source 4; Bettman/Getty Images, p. 350 source 5; Santi Visalli/Getty images, p. 352 source 7; TORSTEN BLACKWOOD/AFP/Getty Images, p. 353 source 9; TORSTEN BLACKWOOD/AFP/Getty Images, p. 367 source 2; Patrick Riviere/Getty Images, p. 363 source 22; Martin Philbey/Redferns/Getty Images , p. 369 source 7; Andrew Sheargold/Getty Images, p. 370 source 8; Museum Victoria, p. 332 source 6; NLA, p. 330 source 2; Stefan Postles/Getty Images, p. 329 top; John van Hasselt/Sygma/Getty Images, p. 333 source 7; John van Hasselt/Sygma/Getty Images, p. 334 source 10; Bradley Kanaris/Getty Images, p. 341 source 18; Time & Life Pictures/Getty Images, p. 343 source 20; News Ltd/Newspix, p. 354 source 10; News Ltd/Newspix, p. 355 source 11; Newspix, p. 359 source 18; Newspix, p. 364 source 23; Eric Lobbecke/Newspix, p. 368 source 4; Ray Strange/Newspix, p. 373 source 14; Newspix, p. 373 source 13; SMH Picture by GREEN, p. 328 bottom right; State Library of NSW, p. 328 bottom left; State Library of NSW, p. 337 source 13; State Library of Queensland, p. 335 source 11; Shutterstock, p. 342 source 19.

Chapter 12: AAP/Alan Porritt, p. 12.3 source 3; Advertising Archives, p. 12.2 source 1; AWM, p. 12.10 source 1; Ivan Abreu/SOPA Images/LightRocket/Getty Images, p. 324 source 1; Harold M. Lambert/Getty Images, p. 12.3 source 2; Sandy Huffaker/Corbis/Getty Images, p. 12.5 source 7; Bettman/Getty Images, p. 12.11 source 2; Bettman/Getty Images, p. 12.12 source 3; JOHN HARGEST/AFP/Getty Images, p. 12.13 source 4; News Ltd/Newspix, p. 12.4 source 4; Shutterstock, p. 12.4 source 5, p. 12.4 source 6, p. 12.6 source 1, p. 12.8 source 3, p. 12.9 source 4.

Chapter 13: AAP, p. 13.3 top; AAP, p. 13.19 source 21; AAP Image/Kym Agius, p. 13.37 source 6; AAP Image/Australian Broadcasting Corporation, p. 13.42 source 10; AF archive/Alamy Stock Photo, p. 13.6 source 3; AA Film Archive/Alamy Stock Photo, p. 13.7 source 5; Penny Tweedie/Alamy Stock Photo, p. 13.9 source 8; Jeffrey Isaac Greenberg 20+/Alamy Stock Photo, p. 13.12 source 12; Allstar Picture Library Ltd./Alamy Stock Photo, p. 13.15 source 16; Lifestyle pictures/Alamy Stock Photo, p. 13.15 source 17; Moviestore Collection Ltd/Alamy Stock Photo, p. 13.17 source 20; Entertainment Pictures/Alamy Stock Photo, p. 13.26 source 7; AF archive/Alamy Stock Photo, p. 13.28 source 9; Photo 12/Alamy Stock Photo, p. 13.30 source 12; Trinity Mirror/Mirrorpix/Alamy Stock Photo, p. 13.32 source 15; Allstar Picture Library Ltd./Alamy Stock Photo, p. 13.38 source 7; Allstar Picture Library Ltd./Alamy Stock Photo, p. 13.39 source 8; Everett Collection Inc/Alamy Stock Photo, p. 13.43 source 11; Everett Collection, Inc./Alamy Stock Photo, p. 13.46 source 17; AA Film Archive/Alamy Stock Photo, p. 13.46 source 18; Lifestyle pictures/Alamy Stock Photo, p. 13.49 source 16; Fairfax, p. 13.4 source 1; Fairfax, p. 13.5 source 2; Fairfax, p. 13.11 source 11; Fairfax, p. 13.13 source 13; SSPL/Getty Images, p. 13.8 source 7; Independent News and Media/Getty Images, p. 13.14 source 14, 13.8 source 7; Keystone/Getty Images, p. 13.23 source 3; Ki Price/Getty Images, p. 380 source 1; Paul Marotta/Getty Images, p. 13.25 source 6; Ryan Bakerink/Getty Images, p. 13.34 source 2; Caroline Gillies/BIPs/Getty Images, p. 13.35 source 3; Scott Barbour/ICC/Getty Images, p. 13.44 source 12; Steve Christo/Corbis/Getty Images, p. 13.45 source 13; Stanley Chou/Getty Images, p. 13.45 source 14; Mark Metcalfe/Getty Images, p. 13.49 source 20; Michael Milnes/Newspix, p. 13.8 source 6; Newspix, p. 13.14 source 15; Newspix, p. 13.18 source 19; News Ltd/Newspix, p. 13.20 source 24; David Caird/Newspix, p. 13.23 source 4; Paul Burston/Newspix, p. 13.24 source 5; News Ltd/Newspix, p. 13.29 source 10; Chris Pavlich/Newspix, p. 13.29 source 11; Martin Philbey/Redferns, p. 13.34 source 1; Paul Cox, p. 13.37 source 5; NLA, p. 13.22 source 2, p.13.27 source top right.

Chapter 14: AAP/Efrem Lukatsky, p. 14.33 source 10; AAP, p. 14.44 source 22; AAP/Jens Dige, p. 14.49 source 26; Jason Friend/Alamy Stock Photo, p. 14.8 source 7; Frances Roberts/Alamy Stock Photo, p. 14.9 source 8; Science History Images/Alamy Stock Photo, p. 14.10 source 9; Science History Images/Alamy Stock Photo, p. 14.13 source 2; US Coast Guard Photo/Alamy Stock Photo, p. 14.18 source 14; Science History Images/Alamy Stock Photo, p. 14.29 source 4; Album/Alamy Stock Photo, p. 14.33 source 9; The Age/Fairfax, p. ; Fairfax, p. 14.40 source 19; Christophe Boisvieux/Corbis, p. 14.5 source 7; Bob Hallinen/Anchorage Daily News/Tribune News Service/Getty Images, p. ; MARK RALSTON/AFP via Getty Images, p. ; Time Life Pictures/NASA/Getty Images, p. 14.4 source 6; CORBIS/Getty Images, p. 14.7 source 5; Leemage/Corbis/Getty Images, p. 14.10 source 11; The Print Collector/Getty Images, p. 14.12 source 1; Universal Pictures/Sunset Boulevard/Getty Images, p. 14.17 source 10; PhilAugustavo/Getty Images, p. 14 17 source 12; CHRIS WILKINS/AFP/Getty Images, p. 14.18 source 15; Alfred Eisenstaedt//Time Life Pictures/Getty Images, p. 14.19 source 16; Martin Philbey/Redferns/Getty Images, p. 14.21 source 20; Universal Images Group/Getty Images, p. 14.23 source 22; georgeclerk/Getty Images, p. 14.23 bottom right; Edward Miller/Keystone/Hulton Archive/Getty Images, p. 14.26 source 1; Bettman/Getty Images, p. 14.27 source 2; mark peterson/Corbis/Getty Images, p. 14.28 source 3; Patrick Riviere/Getty Images, p. 14.31 source 7; Keystone/Hulton Archive/Getty Images, p. 14.32 source 8; James L. Stanfield/National Geographic/Getty Images, p. 14.36 source 15; WILLIAM WEST/AFP/Getty Images, p. 14.39 source 18; Ian Gethings/Flickr Open/Getty Images, p. 14.42 source 20; Getty, p. 14.43 source 21; Getty, p. 14.46 source 23; JIM WATSON/AFP/Getty Images, p. 14.50 source 25; Greenpeace, p. ;

Mother Earth, p. 14.20 source 17; News Ltd/Newspix, p. 14.20 source 18; Kim Eiszele/Newspix, p. 14.34 source 12; Andrew de la Rue/Newspix, p. 14.35 source 13; News Ltd/Newspix, p. 14.36 source 14; News Ltd/Newspix, p. 14.37 source 16; Clive Hyde/Newspix, p. 14.38 source 17; National Museum Australia, p. 14.30 source 6; Shutterstock, p. 382 source 1; Shutterstock, p. 14.8 source 6; p. 14.13 source 3, p. 14.13 source 4, p. 14.13 source 5, p. 14.14 source 7, p. 14.17 source 11, p. 14.22 source 21, p. 14.48 source 25, p. 14.52 source 28.

Chapter 15: AAP, p. 387 top right; AAP/David Longstreath, p. 392 source 8; AAP/Mick Tsikas, p. 413 source 18; AAP/SafeCom, p. 415 source 22; AAP/David Moir, p. 418 source 28; AAP/Wallenius Wilhemsen, p. 420 source 30; AWM, p. 406 source 9; AWM, p. 407 source 10; Corbis, p. 394 source 12; David Epstein, US-Army, p. 423 source 2; Jacques Pavlovsky/Sygma/CORBIS/Getty Images, p. 384 source 1; Drazen/Getty Images, p. 388 source 2; ROBERT ATANASOVSKI/AFP/Getty Images, p. 394 source 13; ROBERTO SCHMIDT/AFP/Getty Images, p. 393 source 10; Nigel Killeen/Getty Images, p. 409 source 12; Getty, p. 422 source 1; Serge Attal/Sygma/Getty Images, p. 427 source 8; Mike Flokis/Getty Images, p. 429 source 10; John Donegan/Getty Images, p. 429 source 11; Matt King/Getty Images, p. 437 source 7; Quinn Rooney/Getty Images, p. 440 source 13; Scott Barbour/Getty Images, p. 438 bottom; Sovfoto/Universal Images Group/Getty Images, p. 425 source 4; Wade Laube/Fairfax, p. 387 top left; THE AGE ARCHIVES/Fairfax, p. 398 source 19; Fairfax, p. 405 source 7; Fairfax, p. 407 source 12; Alan Gilbert Purcell/Fairfax, p. 410 source 13; Fairfax, p. 423 source 3, Fairfax, p. 426 source 7; Fairfax, p. 434 source 5; National Museum, p. 386 source 1 bottom left; Newspix, p. 386 source 1 top; News Ltd/Newspix, p. 386 source 1 bottom right; News Ltd/Newspix, p. 390 source 6; Newspix, p. 399 source 22Newspix, p. 399 source 22; Simon Bullard/Newspix, p. 411 source 14; News Ltd/Newspix, p. 428 source 9; News Ltd/Newspix, p. 412 source 16; Nick Cubbin/Newspix, p. 413 source 17; Bill Leak/Newspix, p. 414 source 20; News Ltd/Newspix, p. 416 source 23; Marc McCormack/Newspix, p. 430 bottom; Ian Currie/Newspix, p. 435 source 6; Norm Oorloff/Newspix, p. 437 source 8; NLA, p. 389 source 5; NLA, p. 395 source 14; NLA, p. 396 source 16; NLA, p. 396 source 17; Reuters/Kevin Lamarque/Adobe, p. 419 source 29; Shutterstock, p. 400 bottom; p. 421 bottom right.

Chapter 16: Pictorial Press Ltd/Alamy Stock Photo, p. 16.28 source 19; Ambrose Dyson, p. 16.8 source 6; Australian War Memorial, p. 16.3 bottom middle; AP Photo/Nick Ut, p. 16.21 source 8; AAP/Eddie Adams, p. 16.25 source 12; AAP/AP, p. 16.33 source 7; AWM, p. 466 source 1; AWM, p. 16.3 top left; AWM, p. 16.10 source 10; AWM, p. 16.19 source 3; AWM, p. 16.20 source 4; AWM, p. 16.20 source 5; AWM, p. 16.23 source 10; AWM, p. 16.26 source 14; AWM, p. 16.42 source 19; AWM, p. 16.41 source 20; R.MACRAE/Fairfax, p. 16.3 top right; Stuart MacGladrie/Fairfax, p. 16.12 source 12; SMH News/Fairfax, p. 16.15 source 16; SMH News/Fairfax, p. 16.14 source 17; SMH/Fairfax, p. 16.25 source 13; Angela Wylie/Getty Images, p. 16.28 source 18; Fairfax/Brendan Read, p. 16.31 source 4; Antony Linsen/Fairfax, p. 16.34 source 9; Fairfax, p. 16.35 source 11; Steve Bacon/Fairfax, p. 16.35 source 12; Print Collector/Getty Images, p. 16.2 source 2 top; M. Fresco/Evening Standard/Getty Images, p. 16.3 bottom right; AFP/Getty Images, p. 16.5 source 2; Bettmann/Getty Images, p. 16.8 source 8; GREG WOOD/AFP/Getty Images, p. 16.30 source 2; Patrick AVENTURIER/Gamma-Rapho/Getty Images, p. 16.32 source 5; Serge Attal/Sygma/Getty Images, p. 16.34 source 8; Mikhail Metzel/Getty Images, p. 16.36 source 13; Bill Leak/Newspix, p. 16.37 source 14; Marc McCormack/Newspix, p. 16.38 source 16; Museum Victoria, p. 16.26 source 13; State Library of Victoria, p. 16.13 source 14.

Chapter 17: Shutterstock, p. 446 source 1, p. 448 source 2, p. 452 source 8, p. 453 source 10, p. 444.

Chapter 18: Cartoon Stock, p. 469 source 10; Deloitte, p. 467 source 8; Quinn Rooney/Getty Images, p. 462 source 12; State Library of NSW, p. 457 source 3; Shutterstock, p. 454 source 1, p. 461 source 9, p. 462 source 10, p. 464 source 2, p. 465 source 5, p. 466 source 7, p. 468 bottom.

Chapter 19: Cartoonstock, p. 479 source 3; Cartoonstock, p. 480 source 5; Shutterstock, p. 470 source 1, p. 472 source 1, p. 473 source 2 middle, p. 474 source 3 middle, p. 474 bottom left, p. 478 source 1, p. 480 source 4, p. 482 top right, p. 482 source 6, p. 476 bottom, p. 476 source 4, p. 459 top right.

Chapter 20: ABii by Van Robotics Inc, p. 498 source 7; Chip Somodevilla/Getty Images, p. 486 source 1; Stefan Postles/Getty Images, p. 494 source 1; Sean Dempsey/PA Images/Getty Images, p. 496 source 5; Sendle, p. 488 source 1; Shutterstock, p. 489 source 2, p. 489 source 3, p. 490 source 4, p. 492 source 7, p. 492 middle, p. 495 source 3, p. 496 source 4, p. 498 source 7, p. 500 source 9, p. 501 source 10, p. 501 source 10 middle right, p. 501 bottom, p. 501 middle, p. 503 source 12, p. 502 source 11, p. 499 bottom right.

Chapter 21: mer ghazzal/Alamy Stock Photo, p. 511 source 5 bottom right; Richard I'Anson/Getty Images, p. 506 source 1; Mark Metcalfe/Getty Images, p. 515 source 9; Sam Mooy/Getty Images, p. 515 source 10; James D. Morgan/Getty Images, p. 504; Michael Amendolia/Newspix, p. 515 source 11; Shutterstock, p. 508 source 2, p. 510 source 4, p. 511 source 5 bottom left, p. 512 source 6, p. 513 source 7.

Chapter 22: AAP, p. 532 source 24; AAP/Scott Barbour, p. 553 source 15; Historic Collection/Alamy Stock Photo, p. 530 source 21; Neftali/Alamy Stock Photo, p. 537 source 3; National Library of Australia, p. 525 source 9; Fairfax, p. 528 source 17; Fairfax, p. 549 source 11; JOHN HARGEST/AFP/Getty Images, p. 539 source 5; David Gray/Bloomberg/Getty Images, p. 542 source 2; istock/Getty Images, p. 551 source 13; Craig Dingle/Getty Images, p. 537 bottom; Newspix/Carly Earl, p. 518 source 1; Lukman S Bintoro/Newspix, p. 533 source 25; Adam Ward/Newspix, p. 543 source 3; News Ltd/Newspix, p. 545 source 4; News Ltd/Newspix, p. 546 source 6; News Ltd/Newspix, p. 546 source 7; David Gray/Reuters, p. 548 source 9; Shutterstock, p. 516 source 1, p. 519 source 3 top, p. 519 middle, p. 519 middle right, p. 520 source 4, p. 521 source 6, p. 523 source 8, p. 526 source 12, p. 526 source 13, p. 528 source 16, p. 530 source 19, p. 534 source 26, p. 536 source 2, p. 538 source 4, p. 540 source 6, p. 541 source 8, p. 542 source 1, p. 550 source 12, p. 550 bottom, p. 551 source 14, p. 536 source 1, p. 543 bottom right, p. 546 bottom left.

Chapter 23: W.Wiskerke/Alamy Stock Photo, p. 562 source 8; National Library of Australia, p. 557 source 1; AEC, p. 560 source 4; Australian Human Rights Commission, p. 562 source 7; High Court of Australia, p. 564 source 1; Alan Pryke/Newspix, p. 565 source 3; Jenny Thoms, p. 571 source 8; 123RF/Valery Rudnev, p. 568 source 5; Shutterstock, p. 554 source 1, p. 558 source 2 top, p. 558 source 2 middle, p. 558 source 2 bottom, p. 565 source 2, p. 566 source 4.

Chapter 24: Adam Taylor/Newspix, p. 572 source 1; Newspix/Colin Murty, p. 581 source 11; United Nations, p. 575 source 2; AAP/Eoin Blackwell, p. 580 source 7; Australian Embassy, Vietnam, p. 577 source 4; Cartoon by Nicholson from The Australian, p. 578 source 5; Australian Department of Foreign Affairs and Trade, p. 579 source 6; Department of Defence, p. 576 source 3; Tony McDonough/Getty Images, p. 582 source 1; Shutterstock, p. 583 source 2 top left, p. 583 source 2 middle left a, p. 583 source 2 middle left b, p. 583 source 2 bottom left, p. 584 source 3, p. 586 source 4, p. 588 source 5, p. 589 source 6, p. 561 source 6, p. 563 bottom, p. 567 bottom.

STEAM Project 1: Shutterstock, p. 590 fig 1, p. 591 fig 2.

STEAM Project 2: Shutterstock, p. 594 fig 1, p. 595 fig 2.

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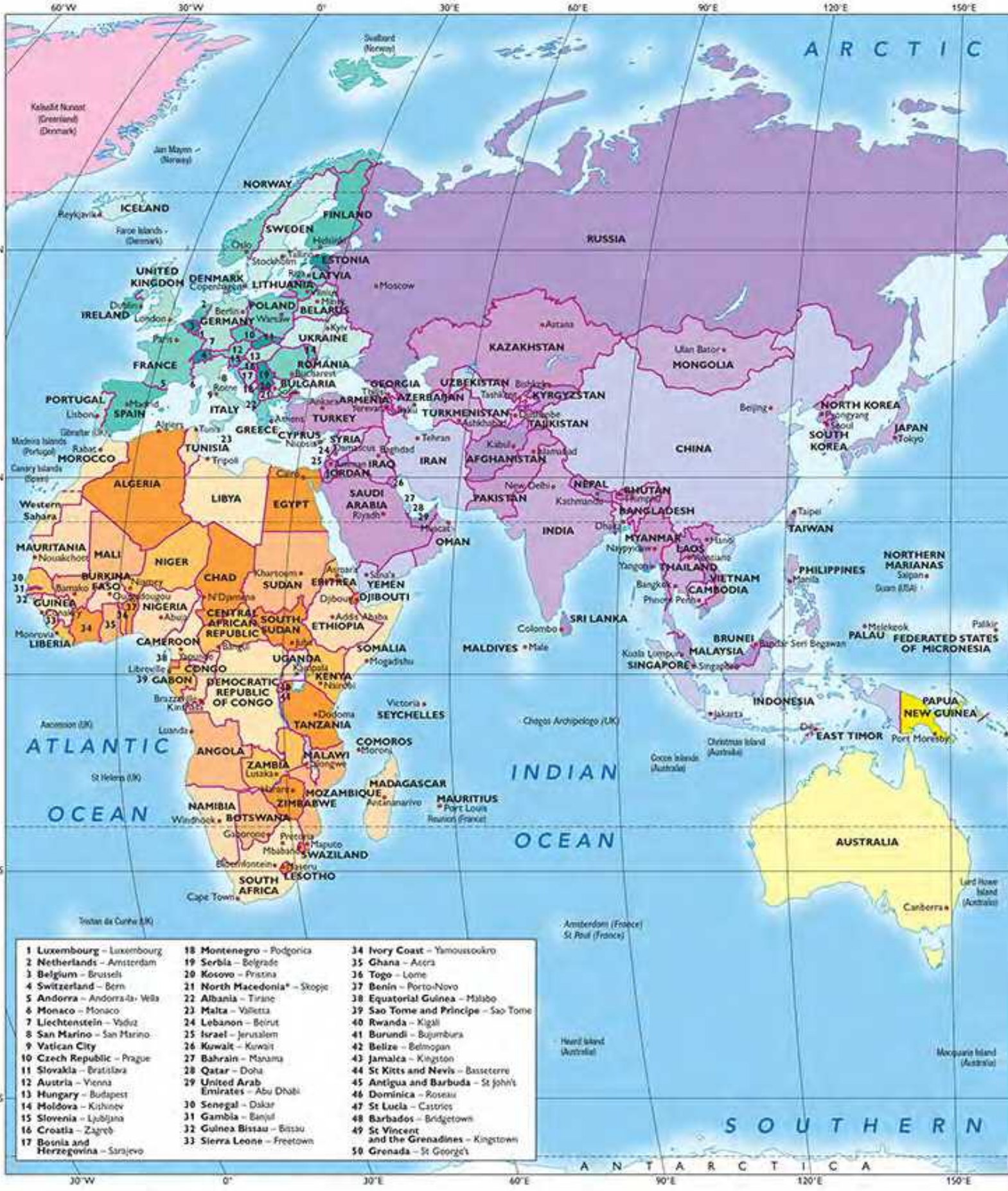

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San Felix (Chile)
Juan Fernandez Islands (Chile)
Norfolk Island (Australia)
NEW ZEALAND
Wellington
Chatham Islands (New Zealand)
Auckland Islands (New Zealand)
LEGEND
Country border
Disputed country border
Country capital city
Azores (Portugal) Dependency
N
0 1000 2000 3000 km
SCALE 1:77 000 000 at 40°N and S
1 centimetre on the map measures 770 kilometres on the ground.
Modified Times Projection
180° 150°W 120°W 90°W 60°W 30°W 0° 30°E
60°N 30°N 0° 30°S 60°S

The environment is the key to sustaining life on Earth, and yet the actions of people in past decades have caused great damage. Many people are now working to reduce their impact on the oceans, deserts, mountains and forests, such as the one shown in this photograph. By protecting the natural environment, and repairing the damage that has been done, we will ensure the health of the planet for the generations that follow.

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